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TWENTY-EIGHTH ANNUAL REPORT

OF THE

Newark
(2)

BOARD OF EDUCATION,

OF THE CITY OF NEWARK,

FOR THE YEAR 1884,

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF THE CITY
SUPERINTENDENT; REFERENCE AND STATISTICAL TABLES;
THE RULES OF THE BOARD; AND REGULA-
TIONS FOR THE SCHOOLS.

NEWARK, N. J.

ADVERTISER PRINTING HOUSE,

1885.

x-13

PART I.

Report of the Board of Education.



CONTENTS.

PART I—Report of the Board of Education.

	PAGE.
The Board of Education for 1885.....	3
Standing Committees for 1885.....	4
Statistical Record of the Board of Education.....	5
Report to the Common Council.....	8
Current Expenses.....	8
School Houses and Sites.....	10
Table of Expenses of the various schools for 1884.....	16

PART II—Report of the City Superintendent.

Report to the Board of Education.....	21
School Census.....	23
Sanitary Condition of Schools.....	24
School Accommodations.....	31
Teachers.....	41
Salaries.....	46
Important Changes.....	47
Enrollment and Attendance of Pupils.....	49
Primary Schools.....	51
Grammar Schools.....	53
Examination for Admission to High School.....	55
High School.....	75
Commencement Exercises of the High School.....	82
Normal School.....	87

Commencement Exercises of the Normal School.....	91
Training School.....	93
Evening Schools.....	94
Evening Drawing School.....	95
Drawing.....	95
Physiology.....	96
Libraries.....	96
New Orleans Exposition.....	101
Conclusion.....	101

PART III—Appendix.

School Directory—Buildings.....	115
School Directory—Teachers.....	113
Schedule of Teachers' Salaries.....	111
Manual of Instruction.....	123
Manual of Instruction—Distribution of Work.....	130
Catalogue of School Books and Stationery.....	158
Instructions for preparing Cards, Reports, etc.....	161
Census of School Children.....	161
Table A—Estimated Value of School Property.....	166
B—Seating Capacity.....	167
C—Repairs.....	168
D—Fuel.....	171
E—Cost of each School and Cost per Pupil.....	172
F—Annual Statistics of the Schools.....	174
Rules of the Board.....	179
Regulations for the Schools.....	193

STANDING COMMITTEES.

1885.

FINANCE—Martin, Goeller, Baldwin, Putnam, Webbe,
Hines, Rittenhouse. .

ACCOUNTS—Contrell, Daly, Feick.

SCHOOL HOUSES—Putnam, Hines, Lawrence, Price, Roder,
Maher, Rittenhouse.

REPAIRS—Lawrence, Elcox, Daly, Joyce, Wolber.

HEATING—Hines, Maher, Ley, Hasbrouck, Blanchard.

TEACHERS—Goeller, Hays, Martin, Elcox, Webbe, Robin-
son, Van Duyne.

NORMAL SCHOOL—Rand, Price, Van Duyne, Contrell,
Klemm.

HIGH SCHOOL—Hays, Martin, Scales, Robinson, Fearey.

EVENING SCHOOLS—Price, Baldwin, Maher, Fearey, Klemm.

COLORED SCHOOL—Scales, Lawrence, Roder, Hasbrouck,
Johnson.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—
Baldwin, Hays, Putnam, Rand, Feick, Con-
trell, Ketcham.

FURNITURE AND SUPPLIES—Elcox, Goetter, Van Duyne.

SANITARY REGULATIONS—Robinson, Rand, Ley.

BOUNDARIES—Joyce, Scales, Daly, Wolber, Blanchard.

RULES—Roder, Feick, Webbe, Ketcham, Johnson.

BOARD OF EDUCATION, 1885.

EDMUND L. JOY, *President.*

GEORGE W. CASE, *Secretary.* ELWOOD I. SHURTS, *Ass't Sec'y.*

WILLIAM N. BARRINGER, *City Superintendent.*

RICHARD E. HUNT, *Superintendent of Erection and Repairs.*

MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	JOHN P. CONTRELL,	Clark Thread Company,	31 Burnet street.
	EDMUND L. JOY,	152 & 154 Front street,	26 Halsey street.
2d	JOHN M. RAND,	10 Green street,	34 Bank street.
	JABEZ FEAREY,	180 & 182 Market street,	23 Orleans street.
3d	HENRY ELCOX,	363 Mulberry street,	56 Spruce street.
	SAMUEL H. BALDWIN,	189 & 191 Market street,	608 High street.
4th	EDWARD GOELLER,	17 Centre Market,	41 Park street.
	R. M. HASBROUCK,	19 Clinton street,	34 Clinton street.
5th	WILLIAM P. DALY,	42 Hunterdon street,	124 Congress street.
	E. B. WEBBE,	33 Wall street, N. Y.,	65 Congress street.
6th	WILLIAM R. ROBINSON,	126 Wickliffe street,	126 Wickliffe street.
	GUSTAVE J. WOLBER,	75 Market street,	73 Jones street.
7th	ABRAHAM W. JOHNSON,	225 Warren street,	278 Academy street.
	WILLIAM J. JOYCE,	787 Broad street,	76 Wilsey street.
8th	EDWIN PUTNAM,	20 Warren street, N. Y.,	66 Oriental street.
	HARRISON VAN DUYN,	760 Broad street,	350 Summer avenue.
9th	CLINTON B. PRICE,	42 Wall street, N. Y.,	41 Chestnut street.
	A. F. R. MARTIN,	100 Broadway, N. Y.,	994 Broad street.
10th	STACY B. RITTENHOUSE,	211 Walnut street,	211 Walnut street.
	CHARLES A. FEICK,	758 Broad street,	180 Elm street.
11th	TIMOTHY E. SCALES,	784 Broad street,	99 South Sixth street.
	GEORGE W. KETCHAM,	25 Cliff street, N. Y.,	100 North Sixth street.
12th	HENRY C. KLEMM,	240 Market street,	214 Ferry street.
	EDWARD MAHER,	86 Polk street,	40 Mott street.
13th	PAUL WILLIAM RODER,	776 Broad street,	76 West street.
	WILLIAM J. LEY,	56 Belmont avenue,	50 Charlton street.
14th	JAMES L. HAYS,	745 Broad street.	102 Clinton avenue.
	JOHN H. HINES,	951 Broad street,	19 South street.
15th	GEORGE W. LAWRENCE,	611 Broad street,	140 Boyden street.
	FRED'K C. BLANCHARD,	20 Bruen street,	35 Newark street.

STATISTICAL RECORD

OF THE

Board of Education of the City of Newark.

FOR THE YEARS 1884 AND 1885.

NAME OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED
RESPECTIVELY.

SEYMOUR TUCKER	1861-2-74-5-7-8-80-1-3-4 (1/2 mo.)
HARRISON VAN DYNE	1872 (5 mos.)-1 (8 mos.)-85
JAS. L. HAYS	1875-7-8-80-1-2-3-4-5
EDMUND L. JOY	1877-8-80-1-2-3-4-5
EDWARD GOELLER	1878-9-80-1-2-3-4-5
AUGUSTUS F. R. MARTIN	1880 (3 mos.)-1-3-4-5
SAMUEL H. BALDWIN	1881-2-3-4-5
CHARLES E. HILL	1881-2-3-4
JOSEPH SCHUHMAN	1881 (2 mos.)-1-3-4
EDWIN PUTNAM	1881-1-4-5
PAUL WM. RÖDER	1881-3-4-5
GEORGE W. LAWRENCE	1882-3-4-5
CLINTON B. PRICE	1882 (8 mos.)-3-4-5
A. A. SIPP	1883-4
WALLACE M. SCUDDER	1883-4
E. B. WEBB	1883-4-5
WILLIAM J. JOYCE	1883-4-5
HUGH C. HENDRY	1883-4
EDWARD MAHER	1883-4-5

REINHOLD E. A. EURICH.....	1883-4
JOHN H. HINES.....	1883-4-5
JOHN P. CONTREIL.....	1884-5
JOHN M. RAND.....	1880-1-4-5
HENRY ELCOX.....	1884-5
WM. P. DALY.....	1884-5
WM. R. ROBINSON.....	1884-5
MATTHEW W. HOGAN.....	1884 (10 mos.)
STACY B. RITTENHOUSE.....	1884-5
CHAS. A. FEICK.....	1884 (11½ mos.)-5
TIMOTHY E. SCALES.....	1884-5
ADOLPH HENSLER.....	1884 (9 mos.)
CHAS. H. BRINKERHOFF.....	1884 (11⅔ mos.)
HENRY C. KLEMM.....	1884 (2¾ mos.)-5
ABRAHAM W. JOHNSON.....	1884 (1 mo.)-5
JABEZ FEAREY.....	1885
R. M. HASBROUCK.....	1885
GUSTAVE J. WOLBER.....	1885
GEORGE W. KETCHAM.....	1885
WM. J. LEY.....	1885
FRED'K C. BLANCHARD.....	1885

PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....	1851-2-3-4
SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....	1863-4-5
WM. K. McDONALD.....	1866
FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
WM. A. WHITEHEAD.....	1871
L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., Feb. 27, 1885.

To the Honorable the Common Council of the City of Newark:

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1884:

CURRENT EXPENSES.

RECEIPTS.

STATE FUND.

Balance from 1883.....	\$1,669 19
Quota State Appropriation.....	\$11,930 96
State Tax.....	190,381 76
	<hr/> 202,312 72
Total	<hr/> \$203,981 91

GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
EDWARD GOELLER.....	1884
EDMUND L. JOY.....	1885

SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....	1851-2-3
FREDERICK W. RICORD.....	1854-5-6-7-8-9-60
GEO. B. SEARS, 1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)	
C. ALBERT STONELAKE, 1877 (4 mos.)-8-9-80-1-2-3 (8 1/2 mos.)	
GEORGE W. CASE.....	1883 (3 1/2 mos.)-4-5

CITY SUPERINTENDENTS OF PUBLIC SCHOOLS.

STEPHEN CONGAR.....	1853-4-5-6-7-8 9
G. B. SEARS, 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)	
WILLIAM N. BARRINGER.....	1877 (4 mos.)-8-9-80-1-2-3-4-5

MUNICIPAL FUND.

Balance from 1883		\$7,936 38
Tax Ordinance	\$92,500 00	
Interest on Bequests	240 00	
		92,740 00
Total		\$94,776 38

EXPENDITURES.

STATE FUND.

	APPROPRIATION	EXPENDITURE	BALANCE
Teachers' Salaries :—			
Day Schools	\$203,973 65	\$203,698 24	\$275 41
Fuel	8 26	8 26	-----
	\$203,981 91	\$203,706 50	\$275 41

MUNICIPAL FUND.

	APPROPRIATION	EXPENDITURE	BALANCE
Teachers' Salaries :—			
Evening Schools	\$9,143 00	\$8,759 80	\$383 20
Officers' Salaries	6,750 00	6,704 11	45 89
Janitors' Salaries	17,410 45	17,410 45	-----
Incidentals	1,102 24	1,102 24	-----
Repairs	14,950 63	14,767 46	183 17
Text Books, Stationery and			
Printing	15,000 00	14,747 84	252 16
School Furniture and Suppl's	8,321 61	8,304 77	116 75
Heating Apparatus	5,500 00	3,785 09	1,714 91
Fuel	8,719 80	8,106 42	613 38
Rents	2,500 00	2,406 00	94 00
Insurance	1,200 00	1,185 79	14 21
School Census	2,140 45	2,140 45	-----
Gas	1,438 20	1,438 20	-----
Water	600 00	426 58	173 42
	\$94,776 38	\$91,185 29	\$3,591 09

Balances carried to 1885:

State Fund.....	\$275 41
Municipal Fund.....	3,591 09
Total.....	<u>\$3,866 50</u>

SCHOOL HOUSES AND SITES.

RECEIPTS AND APPROPRIATIONS.

RECEIPTS.

Balance from 1883.....	\$46,176 71
From Sewer Taps.....	\$100 00
Tax Ordinance.....	17,000 00
School Bonds.....	40,000 00
	<u>\$57,100 00</u>
	<u>\$103,276 71</u>

APPROPRIATIONS.

High School Addition.....	\$2,475 45
South Street " ".....	16,260 09
Wickliffe " ".....	1,832 92
Summer Avenue " ".....	40,091 31
Lafayette " ".....	6,985 26
Camden " ".....	24,303 67
Roseville Avenue " ".....	8,410 30
Commerce Street School House....	1,065 59
Central " ".....	1,755 93
Contingent Account (Sewer Taps)	
cleaning	96 19
	<u>\$103,276 71</u>

APPROPRIATIONS AND EXPENDITURES.

HIGH SCHOOL ADDITION.

Balance appropriated from 1883		\$2,475 45
Expended for carpenter work	\$2,040 00	
painting work	275 00	
extra painting work	23 45	
architect's fees	137 00	
	<hr/>	\$2,475 45

SOUTH STREET SCHOOL HOUSE.

Balance appropriated from 1883	\$7,084 54	
Appropriation, 1884	9,175 55	
	<hr/>	\$16,260 09
Expended for carpenter work	\$6,425 00	
extra carpenter work	180 32	
mason work	4,263 00	
extra mason work	115 09	
tin roofs and leaders	1,002 02	
painting work	626 90	
plumbing, gas piping	245 00	
steam heating apparatus	1,193 63	
steam boiler, setting	665 00	
boiler flue and connection	49 20	
extra blinds	6 17	
flagging work	305 90	
extra piece iron fence	48 75	
black-board frames	26 73	
school furniture	459 60	
slate black-boards	177 24	
architect's fees	413 44	
water service, meter	58 00	
	<hr/>	\$16,260 09

WICKLIFFE STREET SCHOOL HOUSE

Appropriation	\$1,832 92
Expended for rear stairways, ward- robes and courts.	\$1,832 92

SUMMER AVENUE SCHOOL HOUSE

Balance appropriated from 1883 ..	\$5,134 93	
Appropriation, 1884	14,956 38	\$40,091 31
Expended for carpenter work	\$12,500 00	
extra carpenter work	575 80	
mason work	14,400 00	
extra mason work	216 22	
water closets	1,919 12	
painting work	\$395 00	
extra painting work	137 00	
gas piping	122 00	
steam heating appa- ratus	2,579 00	
plumbing and sewer work	1,249 00	
filling and grading	1,140 00	
fencing school lot	412 11	
painting fence	155 00	
flagging work	61 76	
school furniture	2,685 00	
slate for black-boards	297 40	
black-board frames, setting	180 00	
architect's fees	648 45	
extra flashing boiler flue	10 25	
water service, meter	58 00	
		<u>\$19,745 31</u>
Balance		\$350 00

LAFAYETTE STREET SCHOOL HOUSE.

Appropriation		\$6,985 26
Expended for mason work	\$3,959 00	
carpenter work	2,500 00	
gas piping	121 42	
painting work	78 00	
architect's fees	326 84	
		<u>\$6,985 26</u>

CAMDEN STREET SCHOOL HOUSE.

Balance appropriated from 1883	\$7,548 33	
Appropriation, 1884	16,755 34	
		<u>\$24,303 67</u>
Expended for mason work	\$8,901 00	
extra mason work	56 39	
carpenter work	9,693 00	
extra carpenter work	98 00	
painting work	827 00	
plumbing, gas piping	1,035 00	
steam heating apparatus	1,782 88	
sewer work	233 40	
square block paving	232 51	
stone curbings and cheekings	68 20	
flagging work	137 25	
school furniture	432 00	
slate for black-boards	33 66	
extra iron work	21 52	
architect's fees	563 21	
boiler flue and connections	51 20	
lumber	29 45	
water service, meter	58 00	
		<u>\$24,253 67</u>
Balance		\$50 00

ROSEVILLE AVENUE SCHOOL HOUSE.

Balance appropriated from 1883-----	\$3,918 42	
Appropriation, 1884-----	4,491 88	
		<hr/> \$8,410 30
Expended for carpenter work-----	\$3,216 00	
extra carpenter work-----	106 28	
mason work-----	2,004 00	
extra mason work-----	27 60	
plumbing work-----	170 90	
steam heating appa- tus-----	510 00	
water-closets-----	800 00	
iron fence-----	283 00	
flagging work-----	497 54	
school furniture-----	448 50	
slate for black-boards-----	146 90	
architect's fees-----	131 58	
cleaning-----	10 00	
water service, meter-----	58 00	
		<hr/> \$8,410 30

COMMERCE STREET SCHOOL HOUSE.

Appropriation-----	\$1,065 59
Expended for rear stairways and wardrobes-----	\$1,065 59

CENTRAL AVENUE SCHOOL HOUSE.

Appropriation-----	\$1,755 93
Expended for water-closets and sew- er connections-----	\$1,755 93

CONTINGENT ACCOUNT.

Appropriation	\$96 19
Expended for cleaning new school buildings	\$96 19

BALANCES TO 1885;

Camden Street School House	\$ 50 00
Summer Avenue School House	350 00
Total	<u>\$400 00</u>

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1884.

SCHOOLS.	SALARIES OF TEACHERS.	SALARIES OF JANITORS.	SCHOOL BOOKS, STA- TIONERY AND PRINTING.	HEATING APPARATUS.	FUEL.	REPAIRS.	FURNITURE AND SUPPLIES.	MISCELLANEOUS.	TOTAL.
Normal	\$1,285 54		\$78 09	\$257 01	\$37 40	\$270 16	\$24 13		\$1,455 16
High	17,693 01	\$655 00	1,150 15	127 01	203 35	488 90	612 67	\$40 95	20,903 22
Burnet Street Grammar	5,269 56	339 00	515 95	127 01	120 67	488 90	171 07	76 76	7,100 02
Burnet Street Primary	4,584 29	330 00	180 44	127 61	120 68	488 90	171 07	76 78	6,977 47
State Street Primary	4,693 43	540 00	133 44	56 21	192 55	375 38	56 47	29 38	6,077 26
James Street Industrial	1,634 41	196 13	114 84	3 35	138 64	7 06	65 30	201 20	2,361 56
Market Street Primary	4,995 61	549 00	176 49	604 30	266 87	749 42	175 35	25 69	7,733 76
Washington St. Grammar	5,691 56	366 00	530 16	118 82	195 53	480 90	213 63	62 09	7,683 99
Washington St. Primary	3,617 80	264 00	244 04	77 29	129 02	320 63	122 42	41 38	4,835 49
Marshall Street Primary	2,148 71	360 00	122 49	42 88	192 34	53 51	66 60	381 42	3,302 95
Lawrence Street Grammar	4,870 92	385 20	491 20	29 46	170 48	196 30	90 60	18 38	6,281 91
Lawrence Street Primary	3,393 92	274 80	148 18	20 97	121 77	141 15	24 23	34 54	4,700 73
Commerce St. Primary	2,346 03	300 00	70 49	815 26	183 16	667 77	215 21	26 70	3,814 55
Colored	2,385 68	240 00	190 85	35 82	80 88	152 34	18 18	19 86	3,007 47
Lafayette St. Grammar	4,497 59	264 00	463 82	145 98	123 79	401 62	92 74	17 61	5,771 12
Lafayette Street Primary	5,511 06	396 00	196 33	218 97	185 69	602 44	139 18	26 15	7,177 42
Newton Street Grammar	3,955 24	278 80	479 16	11 57	195 55	193 85	87 61	22 32	5,117 75
Newton Street Primary	6,931 87	388 20	257 44	16 41	279 25	276 97	122 48	32 14	8,328 30
Camden Street Primary	1,807 08	214 50	253 93	62 75	236 31	100 08	113 22	55 84	2,701 93
S. Tenth Street Primary	4,323 35	480 00	119 21	101 60	299 67	398 25	62 43	14 64	5,207 42
Wickliffe Street Primary	3,628 81	420 00	98 52	51 65	88 43	195 54	48 24	25 50	4,556 09
Summer Ave. Grammar	3,159 80	143 67	1,320 97	29 34	236 30	53 57	317 87	60 16	4,157 68
Summer Ave. Primary	856 55	81 20	290 40	9 67	128 15	26 78	111 62	31 03	1,342 73
Summer Ave. (Annex) Pr.	1,582 68		17 45	10 50	5 12	8 67	33	305 30	1,977 13
Webster St. Intermediate	3,964 85	240 16	194 03	8 42	82 80	37 22	28 72	19 58	4,971 53
Webster Street Primary	4,302 09	397 84	119 77	16 85	165 60	74 41	43 44	24 76	5,118 76
Eliza Street Primary	2,093 93	414 15	96 48	15 51	202 50	348 63	39 05	31 00	3,112 43
Chestnut Street Grammar	6,860 82	412 50	613 12	8 63	152 81	354 68	64 46	49 62	8,414 46
Chestnut Street Primary	3,802 13	247 20	293 35	5 18	91 69	223 77	38 77	23 74	4,701 43

Oliver Street Grammar	6,532 02	396 00	482 75	34 52	255 30	526 60	81 40	45 13	8,353 92
Oliver Street Primary	3,640 88	264 00	211 12	23 02	170 20	351 08	54 26	32 22	4,714 78
Garden Street Primary	666 76	93 00	2 97	35	30 31	83	1 67	72 00	864 59
South Street Primary	1,603 13	200 32	200 33	32 50	287 80	401 03	472 52	45 16	3,242 73
Ward Street Primary	4,451 97	480 00	176 91	49 95	130 50	695 46	28 24	20 50	6,033 52
Houston Street Primary	1,122 54	240 00	14 71	19 45	50 62	104 18	6 35	66 60	1,624 45
Thomas Street Primary	1,053 39	120 00	20 62	22 50	18 26	34 54	6 51	150 00	1,425 82
S. Eighth Street Grammar	4,667 91	355 20	247 55	29 33	169 70	289 22	73 04	29 51	5,891 46
S. Eighth Street Primary	3,732 63	304 80	90 92	29 33	169 70	289 22	73 04	29 52	4,719 16
Roseville Ave. Primary	1,396 24	318 38	190 05	25 25	237 76	127 36	795 29	33 62	3,125 95
N. Seventh St. Primary	1,921 31	420 00	88 56	35 68	78 44	77 38	10 35	18 00	2,449 72
S. Market St. Grammar	4,426 15	330 00	444 26	31 86	147 88	306 81	73 07	33 83	5,793 86
S. Market Street Primary	3,474 73	330 00	208 92	31 86	147 87	306 81	73 06	33 83	4,667 68
S. Market St. (Annex) Pr.	327 28	135 00	23 62	6 84	15 43	115 80	20 06	144 50	788 53
Hamburg Place Primary	4,611 25	480 00	246 59	22 69	247 75	267 79	38 56	40 76	5,955 39
Clover Street Industrial	1,167 76	---	34 64	21 86	48 07	1 31	14 64	201 80	1,490 68
Morton Street Grammar	5,120 27	288 00	554 42	13 93	133 60	354 15	89 38	39 63	6,503 38
Morton Street Primary	6,675 34	432 00	312 34	20 85	200 40	531 15	134 08	59 46	8,365 62
Eighteenth Ave. Intermediate	2,003 83	109 80	156 01	7 35	62 80	116 73	13 43	9 73	2,479 68
Eighteenth Ave. Primary	8,154 20	530 20	290 22	36 68	313 95	583 62	67 14	48 63	10,044 64
Eight'nth Av. (Annex) Pr.	859 36	180 00	7 99	24 80	43 01	16	1 62	301 00	1,417 94
Miller Street Primary	4,114 03	540 00	181 47	14 96	242 50	314 28	85 52	41 20	5,533 96
Central Avenue Grammar	4,488 53	330 00	400 36	24 72	149 33	221 82	49 54	30 55	5,094 84
Central Avenue Primary	4,175 96	330 00	148 97	24 71	149 34	221 83	49 54	30 53	5,130 89
Lock Street Primary	2,382 68	336 00	38 65	67 44	80 88	308 33	19 78	14 43	3,248 19
Lafayette Street Evening	1,543 75	64 55	83 52	---	---	---	---	290 05	1,911 67
Newton Street Evening	197 78	8 24	6 62	---	---	---	---	157 95	370 59
Webster Street Evening	1,398 96	53 90	49 22	---	---	---	---	263 03	1,765 11
S. Market Street Evening	1,031 00	37 40	129 42	---	---	---	---	---	1,197 82
Morton Street Evening	2,319 85	94 30	156 90	---	---	---	---	323 50	2,899 55
Central Avenue Evening	1,533 46	61 50	75 86	---	---	---	---	249 52	1,920 34
Evening Drawing-----	735 00	45 00	46 99	4 95	7 43	41 05	---	439 07	1,319 49

All of which is respectfully submitted,

GEORGE W. CASE, *Secretary*.EDMUND L. JOY, *President*.

PART II.

Report of the City Superintendent

FOR THE

YEAR 1884.

REPORT.

To the Honorable the Board of Education of the City of Newark:

GENTLEMEN—In accordance with the rule of the Board prescribing my duties, I herewith submit to your honorable body the Twenty-Eighth Annual Report of the City Superintendent of Public Schools.

The figures presented in the following report have been gathered from the statistical reports sent by the Principals of the various schools to the office, and by many visits and much personal observation by the Superintendent. These records have been carefully arranged and examined. The suggestions and conclusions accompanying them and the recommendations based upon them, I trust, will prove of some value to the Board.

School statistics are generally considered dry and often worthless; but I am convinced from long experience that when carefully kept, collected, collated and properly used they will reveal much valuable, I may say, indispensable information.

The conclusion deduced from these figures is, the schools of our city are rapidly increasing in number, attendance, efficiency and all the essentials necessary to success. As the work of our schools progresses from

year to year new questions arise, new difficulties meet us, new problems present themselves for solution, all of which require time and experience. I need not tell the Board that there are many, in the profession and out of it, who are not only ready and willing but very anxious to reform the public school system. If we would believe them and adopt their plan and allow them to experiment with our children, the many evils that they see and complain of would soon be removed and we would have perfect schools and all would be satisfied and the State would be safe. I would simply say, by way of caution, we should make time and experience large factors in the solution of the problems that the progress of our schools brings to us from year to year.

The interest of the Board continues unabated, as is shown by the large amount of time and labor given to the many interests of the schools by the members of the various committees, and the large number of visits made to the different schools by the individual commissioners of the wards. During the year closing June, 1884, 1,378 of these visits were made, of which number 31 were to the Normal School; 60 to the High School; 436 to the Grammar Schools; 825 to the Primary Schools; 13 to the Industrial Schools and 12 to the Colored School. These visits are always well received by teachers and pupils and are productive of much good in the way of encouragement to the schools and in keeping the commissioners informed concerning their condition.

During the same time the Superintendent made 688 visits. Of this number, 40 were to the Normal School, 38 to the High School, 196 to the Grammar Schools, 378 to the Primary Schools, 24 to the Industrial Schools and 12 to the Colored School.

SCHOOL CENSUS.

The official enumeration of the school population, that is between 5 and 18, is carefully taken and can be relied upon as correct. The total number returned by the enumerators for the year 1884, is 42,809. The number returned for the year 1883 was 41,668. This shows an increase of the year 1884 over 1883 of 1,141; this indicates a decided growth in the school-going population.

It may be of interest to the Board to examine, somewhat, the character and location of this increase. This growth occurred in nine wards, viz.: 3d, 4th, 5th, 8th, 11th, 12th, 13th, 14th and 15th, distributed as follows: 3d Ward 26, 4th 83, 5th 15, 8th 395, 11th 34, 12th 301, 13th 447, 14th 54, 15th 169. These figures show not only the extent but the locality of this growth, and they also become a certain guide to the Board in its distribution of the school accommodations for the city.

It will be seen that by far the larger part of this increase occurred in four wards, viz.: The 8th, 12th, 13th and 15th, the gain in the 8th Ward being 395, the 12th 301, the 13th 447, and in the 15th 169. I deem it the duty of the Board to watch with great care and impartiality these rapidly growing districts and promptly make ample provision for the school care of these children. The foregoing figures will greatly aid the Board in, from time to time, properly re-adjusting the boundary lines between the various school districts.

However gratifying these indications of growth in population and the other essentials of substantial prosperity in our city may be, the sad fact remains that too large a number of children of the school age are not to

be found in our schools, public or private, or in employment of any kind. The problem of how to take care of the idle, vicious street class still remains unsolved. I am convinced that a stringent, yet judicious compulsory school law is a necessity and I would urge the Board to use such measures as it can command to secure the passage and proper enforcement of such a law.

The present compulsory school law is practically a dead letter, from the fact that it exempts from its provisions all school districts in the State where there are not sufficient school accommodations to seat the children compelled to attend school under the provisions of this law.

SANITARY CONDITION OF OUR SCHOOLS.

Before speaking in detail of the school buildings of the city, I desire to call attention to the general subject of sanitation as applied to schools.

There is no doubt but too little attention has been given, in the past, by school authorities to the necessary conditions of healthfulness and morals, in all respects, that should exist in, and surround, every school house.

While it is very important that a school house should be centrally located, that it may be easy of access, it is much more important that its location should be a healthy one, that its surroundings should be such as not to offend the senses or the morals. There is much practical wisdom in the words of the ancient physician, Hippocrates, who says the secret of a long and healthful life is "pure air, pure water and a pure soil."

I fear that too often the character and conditions of the soil upon which the school house is built is over-

looked. The soil should be dry and clean, and all the buildings connected with the school should be thoroughly drained. The grading of the yards should be such as to carry the surface wash away from the house and not towards it. The basements, if you must have them, the furnace or boiler rooms, the courts and all the out-buildings should be kept scrupulously clean, and not allowed to become, as is too often the case, the common reservoir for all the refuse accumulations of the premises.

Some of the vaults are not in good condition. They have been in use a long time and have become very impure, and it is not easy to remove the evils arising from them. The only effectual remedy is connecting them with the sewer, which the Board does whenever practicable. In those cases where connection with the drainage of the city cannot be made, great care should be exercised in keeping these vaults well cleaned and thoroughly disinfected.

As the fermentation and decay of large quantities of excremental matter in close proximity to large gatherings of pupils and teachers, are without doubt a source of offence to the senses and a source of great danger to life and health, I would urge the Board, through the proper committees, to give this subject a thorough examination with special reference to the selection and adoption of such improvements in the vault system as shall render the vaults less offensive and less detrimental to health.

The complaints that were very justly made in relation to the improper seating of a number of class rooms were promptly heeded by the Committee on Furniture and Supplies. Upon examination the rooms complained of were found in every instance furnished with desks and

seats entirely unsuited to the age and size of the pupils. In nearly every case the seats were so high that the little children could not rest their feet upon the floor, but sat with their limbs dangling in the air. Nearly all of these desks have been removed and those of proper size put in their stead. In the High and Grammar School buildings the furniture in nearly all of the rooms, with perhaps a few exceptions in the lower grammar grades, is well adapted to the use of the pupils.

The arrangement of the furniture in many rooms has been greatly improved by adjusting it to the light, heating apparatus, blackboards, movements of the class, etc. There are still a few rooms that need the attention of the Sanitary and Furniture committees. The coming year doubtless will remove all cause of complaint in this direction.

It is the opinion of the Superintendent that altogether too little attention has been given in the past to the proper lighting of our school rooms. This subject has been thoroughly investigated by the most eminent oculists of this country and of Europe, and it is their opinion that the most potent cause of defective vision, especially of near-sightedness, is the imperfect lighting of school rooms where children spend so many hours a day during many years. Careful examination has revealed the fact that the poorer the light the greater the number of cases of imperfect vision.

The Special Committee on the Sanitary Condition of the School Houses of the city of Lynn make the following statement :

It cannot be claimed that defective lighting of school rooms is the only cause that tends to imperfect

eyesight. Hereditary tendencies, over-study, writing with pale ink, the use of poorly printed text-books, a stooping posture in studying, bad ventilation, or any influence, in fact, which tends to impair the general tone of the system, must come in for a share of the blame ; but the cause named certainly holds the chief place in the production of impaired vision. We have not space for extended quotations in support of our statements, and will therefore content ourselves with reference to the excellent paper of Dr. Lundy, published in the report of the State Board of Health of Michigan for 1880, to the report of Dr. Calhoun on 'The Effects of Student Life upon the Eyesight,' published by the National Bureau of Education in 1881, and to the standard works on diseases of the eye."

The following propositions set forth the conditions of good lighting as practically agreed upon by the above named authorities :

First—Light should never come directly from the front, for direct light to the eye is injurious.

Second—Light should not come directly from the rear, for the shadow of the head and body may interfere with sight.

Third—The working light of a school room should come by preference from the left hand side ; but rooms more than thirteen feet wide may be lighted from both sides.

Fourth—The bottom of the windows should be about four feet from the floor, in order that all the light may come from above the eyes of the pupil.

Five—The tops of the windows should be as near the ceiling as practicable.

Six—Not less than three hundred square inches of

pace per pupil, or a ratio of window to floor space of one-sixth or sixteen and two-thirds per cent., should be provided.

Seven—While the ceiling may be white, the walls of the room should be of some neutral tint, as the reflection therefrom is more agreeable to the eye.

In selecting a location and fixing the position of a school building very careful attention should be given to the direction of the light and the obstructions that do or are likely to exist when the house is completed and occupied. Other considerations frequently prevail in determining these questions of locality, position, etc.

In the report for 1878 I discussed at some length and with great care, this subject of school room lighting and care of the eyes, and would refer those desiring more light upon this subject to that article.

We have in use three methods of heating, viz., steam, hot air and stoves. Of the thirty-eight houses now in use by the Board, twenty-five are warmed by steam, five by hot air furnaces, and eight by stoves. Steam gives by far the best satisfaction—in fact it is the only method used in the new buildings. Our school houses, with two or three exceptions, are well and economically warmed.

The practice now insisted upon in all the class rooms, of recording several times during the day the temperature of each room, has proved very beneficial to pupil and teacher in correcting the under-heating or over-heating of the rooms.

The ventilation of our school rooms is not altogether satisfactory, though much improved during the past five years. The principal difficulties in the way of better success are the lack of proper ventilating facilities.

badly located and poorly arranged rooms as to windows and other means of changing the air, small rooms and too often, I fear, carelessness on the part of the teacher in charge in using the means available. The necessity for good ventilation in all our school rooms is admitted by all—the only trouble connected with it is how to secure it. The new buildings just completed are very well provided for in this direction.

The air of the school room should be frequently tested as to its freedom from carbonic acid and other impurities. As a general rule throughout the country the cubic space per pupil is too small. If we should calculate the amount of space for each pupil in the school rooms of this city, I fear the average per pupil would be considerably less than two hundred feet. According to the best authorities upon this subject the minimum should be two hundred and fifty feet. This will permit the air of the room to be changed without creating a dangerous draught.

I am fully convinced that in a climate like ours no system of ventilation will succeed unless it is properly connected with the heating apparatus. We need fires fully two-thirds of the school year. This necessitates a frequent change of air. Of course it can be readily understood that it will cost more to properly warm the rooms thus ventilated in accordance with correct principles; but where health and the highest success of the school are concerned this increased outlay should not stand in the way for a single moment.

Many plans and devices for the admission of fresh air and the removal of foul air have been devised and experimented with, but full success has not yet been attained. While much may be done by utiliz-

ing the direction of the winds, the position and arrangement of the windows, doors and other outlets, I am firmly of the opinion that no system of ventilation will prove sufficient and safe unless ample provision is made for warming the extraction flues, and equally ample provision also made for a supply of fresh air of proper temperature.

The first step in securing good ventilation is to ascertain the size of the room, the number of pupils to occupy it, the amount of air to be supplied *per capita*, and the frequency of change required. When this is done the means and appliances to accomplish this change should be adapted to the end desired with as much scientific precision as possible. Of course this will require care, intelligence and much watchfulness on the part of those charged with the responsibility and supervision of these matters; but when we consider for one moment the many thousands who, for years during the formative and educative period of life, are subject to the healthful or unhealthful influences of school life, I think we shall find it difficult to escape the conclusion that this care, intelligence and watchfulness are well invested.

I trust the Sanitary Committee of the Board will continue the good work it has so well begun bearing upon the sanitary condition of our school buildings.

SCHOOL ACCOMMODATIONS.

The Board now has in use 38 buildings, distributed as follows:

1st Ward.....	3	8th Ward.....	4
2d ".....	2	9th ".....	1
3d ".....	2	10th ".....	4
4th ".....	3	11th ".....	3
5th ".....	1	12th ".....	4
6th ".....	3	13th ".....	3
7th ".....	1	14th ".....	2
15th Ward.....	2		

Of this number 33 are owned by the city and 5 are rented, viz.: James Street and Clover Street Industrial School buildings, Marshall Street, Summer Avenue Annex and Eighteenth Avenue Annex.

These buildings contain an aggregate of 346 class rooms, distributed among the wards as follows:

1st Ward....	27 class rooms	8th Ward....	30 class rooms
2d* "....	25 " "	9th "....	16 " "
3d "....	20 " "	10th "....	35 " "
4th "....	22 " "	11th "....	24 " "
5th "....	15 " "	12th "....	23 " "
6th "....	37 " "	13th "....	38 " "
7th "....	6 " "	14th "....	10 " "
15th Ward, 18 class rooms.			

Four handsome and commodious houses, viz., Roseville Avenue, Summer Avenue, Camden Street and South Street, have been completed and are now fully

* Seventeen rooms belong to High School and one to the Normal School.

occupied. The seating capacity of these houses aggregate about 2,280.

The High School addition is completed, and is now occupied to the last seat. The comfort and efficiency of the school has been largely enhanced by this improvement. Several of the classes in the school are too large to be profitably instructed. The senior class numbers nearly sixty pupils, and the first year classes are larger than they should be with justice to teacher and pupils.

Two very convenient class rooms can be added to the present accommodations of the house by a re-arrangement of the partition walls of the lobby rooms on the ground floor at the west end of the building. I would recommend that this alteration be made, as it will be a necessity the coming year. I think the external appearance of the premises will be much improved by the removal of the high prison-like wall on the Linden street side and extending the iron fence to the east line of the lot.

The Burnet Street house is in very good condition, though, as usual, crowded with pupils. I think as I said last year, very soon more primary school room must be provided for this section. With a little labor and care the grounds surrounding this house could be made very beautiful. I trust those in charge will give this suggestion some attention. The rear stairway for the grammar department, which has been referred to several times in previous reports, is still needed.

One class room in the State Street house still remains unoccupied; this, however, will in no long time be needed to meet the growing demand in the district. The opening of the Summer Avenue School relieved greatly Webster Street School, which in turn relieved

State Street. The premises are in excellent condition and well supervised and taken care of by those in charge.

The repainting of the rooms in the old portion of the house was postponed until the completion of the rear stairway improvement, which undoubtedly will be done this coming Summer vacation. When this and all the contemplated improvements are fully completed this will be one of our most beautiful and commodious primary school buildings.

As was stated in last year's report, the James Street Industrial School is well provided for in the matter of school room accommodations. The building is fully completed, with the exception, perhaps, of some additional blackboards and closet accommodations. The school is well attended, well supplied with teachers and reasonably prosperous.

Notwithstanding the enlargement of the Market Street house a year ago, the accommodations for the Normal and Training Schools, which are located here, are entirely inadequate. The building is in excellent condition in all respects, but too limited. In the very near future these schools must be provided with larger accommodations.

I would take this occasion to call the attention of the Board to a plan which I have had under consideration for some considerable time looking toward the much-needed relief to the Colored School, and at the same time enabling the Normal and Training Schools to secure larger and more suitable accommodations. The plan is a feasible one and I would recommend it to the serious consideration of the Board. The plan is this: transfer the Colored School to the building now oc-

cupied by the Normal and Training Schools, which house will afford excellent and ample accommodations for the Colored School for years to come. Then do one of two things, select a site and build a commodious house for the Training and Normal School, or upon a suitable site, somewhere not far from High street, build a new High School house and use the present High School building for the Normal and Training School. This, in my judgment, would be an admirable arrangement, as it would furnish ample school room accommodations and excellent facilities in every respect to these two important schools, and thus in the most effectual way energize and strengthen the system of public instruction in our city. It may seem to the Board that I am urging this measure with considerable warmth. Perhaps I do; if so it is because I believe that the best interests of the cause of sound education will be well served thereby. I ask the Board to take this recommendation into favorable consideration and to take such early steps towards carrying it out as its good sense and means will warrant.

The crowd of pupils in the Washington Street School continues to increase. This building has been very much improved in many respects during the past three or four years. Still there are several objectionable features that should receive early attention. Among these is the partition dividing the main room of the primary floor, very seriously cramping the rooms and making it very difficult to properly ventilate them, and seriously interfering with the necessary movements of the school. Another inconvenience is insufficient wardrobe facilities. This was urged upon the attention of the Board last year, but the trouble and

annoyance still remain. I have reason to believe these hindrances will be removed during the coming season, when this house will be as commodious as it can well be made.

Another room has been somewhat rudely fitted up in the basement or court room of the Marshall Street Primary School, thus providing for five classes in this building. The rooms are all filled to the last seat. There are now two hundred and fifty children in the school. I would call attention to the suggestion made last year that the location of the Marshall Street building is an excellent one for primary school purposes. More primary school room must be furnished for this district very soon.

The Lawrence Street house is in its usual excellent condition. The entire school premises are in first class order, and are kept so. All the rooms are full and some over-crowded.

The recommendation of the Superintendent made a year ago that a rear stairway be put into the Commerce Street house; also that the hot air furnace be replaced by a steam boiler, has, in both cases, been fully carried out, thereby adding largely to the safety, convenience and healthfulness of the school. Five of the six rooms are now occupied by primary classes.

The Colored School, located in the four-room primary school building on the rear part of the Commerce Street lot, has pretty much outgrown its house. The school is steadily increasing in numbers and strength, and in justice to it and its patrons should have better accommodations. I have already suggested a plan whereby it may be well cared for in regard to centrality of location, and excellent and ample school room

facilities. I believe the Board will, in due time, give this school such attention as its merits deserve.

The addition to the Lafayette Street house has been so far completed that it is now used by the school. The advantage of this improvement, even in its incomplete condition, is very great. I think no school under the care of the Board was more crippled or suffered more on account of the absence of proper facilities than did this school. I am glad to know that it is in a fair way to be relieved from its many past troubles. I would urge the Board to make the needed provision for the entire completion of this house. The yards are now very nearly flagged. This is a matter of urgent necessity and should not be neglected, for, as has been stated several times before, there are no or very little court room accommodations in connection with this school, and it seems no more than right that the children should be protected from the mud, especially when it can be so easily done.

The water-closets are in a very unsatisfactory condition. They are on the vault system and very old at that, and, consequently, have become very foul. I think they should, in the interest of decency and good health, receive prompt attention during the coming vacation. I am very sure the only effectual remedy is connection with the sewer, and I would therefore urge the Board to remove the trouble in this way. When all the contemplated improvements to this school property are fully completed no ward can boast of better or more commodious school accommodations.

The expected relief to the Newton Street School was not realized as largely as was hoped, by the opening of the Camden Street School. Although nearly six

hundred pupils have been registered in the Camden Street School, Newton Street is still unable to receive all that apply. This simply corroborates what has been stated many times before, that the people will appreciate and use these opportunities when furnished and placed within their reach.

The building is in good condition generally. The trouble so long complained of still continues, viz.: inability to thoroughly warm all parts of the house. This should receive the prompt attention of the Board.

The Camden Street house is completed, and ten of the twelve rooms are now occupied with large classes. This building is very well located and is a well arranged and very convenient house for school purposes. The courts are among the finest in the city, being large, well lighted, all above ground and well protected from storm. The halls and the rooms for the clothing of the pupils are commodious and in every way well adapted to their respective purposes. The class rooms are well warmed, well lighted and fairly well ventilated. If the building is taxed to its full capacity it will seat seven hundred and twenty pupils, but this will necessitate larger classes than are desirable. I have no doubt but that at the opening of the next school year, in September, every seat in all the class rooms will be occupied, and the cry will again come, more school room for the Sixth Ward.

The capacity of the South Tenth Street house has been taxed to the full extent during the year. The house is in very good order and is kept so. I think it will be wisdom on the part of the Board to take into consideration the enlargement of this building, at an early day, or in other words complete the plan that was

adopted and partly carried out some few years ago. Increased school room for this section will certainly be needed in the not very distant future.

The contemplated improvements to the Wickliffe Street Primary School building were nearly completed last summer. These consist of two small court rooms, which should have covered the full extent of the rear part of the yard, rear stairways and additional room for clothing. Though rather cramped, these additions have largely added to the safety and convenience of the school. The courts should be properly floored. I presume this will be done during the coming vacation. The main building is in very fair condition and is well supervised by those in charge. I would recommend that as soon as practicable some one of the two or three boilers now insufficient for the large buildings in which they are located, be placed in this house. This will add to the room and comfort of the school as well as contribute to economy in the consumption of fuel.

The Summer Avenue house, for which the inhabitants of this part of the city waited long and anxiously, is virtually completed and is now occupied by eleven large classes; seven of the grammar grade and four of the primary grade. The house proves to be well adapted to all the needs of the school. It is, without doubt, the best lighted, warmed and ventilated school in the city, perhaps in the State. The rooms are large, the furniture of the best. The two upper grammar grades are supplied with single desks, an improvement I hope to see extended to other schools as rapidly as practicable.

There are two unfinished rooms on the third floor

which can with a slight alteration in the construction of the roof be made into very convenient class rooms. In this rapidly growing district, in school population, these rooms will be needed sooner than most of us expect. This is the reason I call attention to the matter now. It is always an advantage to a community to have an early knowledge of its needs.

The Summer Avenue Annex building is in good order and is well filled with pupils. It was thought by some of the Board that this house would not be needed when the Summer Avenue building was ready for use, but as the Board had an unexpired lease of the building of nearly two and a half years, it was deemed best to continue the primary classes here. The wisdom of this decision is already apparent. All the room in the district will be absorbed in a short time.

While the Webster Street house is in the main in fair condition, there are a number of improvements much needed, and they should be made as soon as practicable. The partition between the furnace room and the court for the girls should be reconstructed of brick or double ceiled without delay; also, a doorway should be cut through the division wall between the boys' court and the furnace room for the use of the janitor. This will make it unnecessary for him to enter the girls' yard or court while the school is in session.

I take this opportunity to call the attention of the Board to the importance of so arranging and protecting the courts, yards and outbuildings for the girls that they shall not be subject to needless or improper intrusions. This is a very serious matter and I urge the Board to give it prompt attention.

The Elliot Street school property is, in every way

in excellent condition, and fully supplies the needs of that part of the ward.

The Chestnut Street building, with the exception of the roof, is in an acceptable condition. The premises are well supplied with excellent outbuildings, drains, etc. The roof cannot be depended upon in severe winter storms. It should receive a thorough repairing.

The Oliver Street house, as was stated last year, is in excellent order. The light of the four rear rooms is objectionable—seriously so. Some improvement can be made in this matter by so arranging the desks that the pupil shall receive the light from the side and not from the rear. The water-closets are open to the same objection as that made to the Lafayette street closets. The only effectual remedy is connection with the sewer. This should be done.

The South Street building is fully completed and seven of the ten rooms are already occupied by large primary classes. This house is on the same plan as that of Camden street, and like it is found well adapted to the work of the school. The yards, however, are too small. I understand that two lots adjoining the rear of the school lot can be purchased at a reasonable price. I think it would be well for the Board to secure these lots before it becomes too late. The entire building will be occupied within a year or two, when the water-closet accommodations will be insufficient and the present yard room will not admit of the needed enlargement.

The Walnut Street School house is in good condition. The front was painted and lined, and the interior throughout was painted, grained and varnished; new blinds were furnished. The building contains eight

rooms, all crowded with pupils. The premises are well cared for.

As the Board already knows, the Thomas Street and Garden Street rented buildings have been given up, the classes being transferred to the South Street School.

The Houston Street Primary School house is in fair order. This little school well serves the wants of this part of the ward.

The South Eighth Street School has been materially relieved by the Roseville Avenue School. Still it has been necessary to continue the class in the small room back of the Principal's office. There are now thirteen classes in the house, although there are but twelve regular class rooms. The premises are, in all respects, in good condition, except the privies, which are badly located and too small for the convenience of so large a school. Wrong location, bad arrangement and insufficiency are defects altogether too common in this class of buildings.

The primary school house on Roseville Avenue, begun last year, has been finished, and five of the six rooms are already occupied with full classes. The remaining room will most likely be filled at the beginning of the April term. There should be more flagging in the yards. This will be a great protection to the children from the mud, also it will relieve the class rooms from dirt and dust, a matter of serious moment when we consider how many children must inhale the dust-burdened air.

The location of the North Seventh Street School building interferes with the attendance. The house, however, is in very good order, and is kept so, being in every way in good sanitary condition. The practice of

dumping offensive matter in the neighborhood of the school has, I think, been effectually stopped. I have no doubt but all the rooms in this building will in due time be occupied.

The South Market Street house is in as good condition as it can be in its crowded state. Six of the rooms are very small and should not contain as many pupils as are now crowded into them. It is entirely insufficient to meet the demands of that section of the district. More school accommodations must be furnished for this ward. It is one of the most suffering wards in the city on account of this great need. The surroundings of this house are exceedingly unfavorable to the quiet, safety and prosperity of the school. The property, if possible, should be sold and a better location secured for a commodious grammar school house. I urge the Board to consider this proposition. I repeat what I have reminded the Board of several times. There should be a four or six room primary school house in the eastern part of the ward, in the neighborhood of the plank road. There is a comparatively large school population in this vicinity which is in a large measure deprived of school privileges. There is no public school within nearly a mile of the majority of the families. This, of course, is too great a distance for young children to travel. It is the small children who need school provision here.

The South Market Street Annex consists of one room in a small building on the corner of Fillmore and South Market streets. It is too small and not at all adapted to school purposes. Fifty pupils are seated here.

The Hamburg Place School is uncomfortably crowded. Relief is much needed here. Justice to the people.

to the children and to the teachers, demands it. The house should be enlarged according to the plan, viz: to a twelve-room house without delay. It is urged by some to double the capacity of the building and make it a sixteen-room house. There are two objections to this arrangement that should receive careful consideration before action is taken in this direction. 1st. The lot is too small. If more land can be secured this objection will then disappear. 2d. The light of eight of the rooms will be seriously obstructed. This is a matter that should not be carelessly passed over. I feel assured, however, that the Building Committee will act judiciously in this matter.

The Clover Street Industrial School property is now owned by the society of ladies having charge of the industrial and benevolent department of the school. It was donated to them by the heirs of the late David Ripley. Many thanks are due the donors for their generosity—the building is insufficient in capacity and should be enlarged or replaced by a new one. Nearly 120 pupils are crowded into the two rooms.

The cause of the complaint that has justly been made for several years past by the inhabitants of the Thirteenth Ward is still unremoved. Both the schools in this ward, though among the largest in the city, are very much overcrowded, and large numbers of children are still unable to gain admittance.

The Morton Street building is in a good state of repair. Several desirable improvements were made during the last summer vacation. These consisted in putting in more blackboards and re-arranging the furniture with reference to better light; putting in additional outside doors leading from the front hall to the yards.

These have greatly facilitated the work and movements of the school. The classes are nearly all too large for good instruction on the part of the teacher. This evil cannot be corrected until more school room is furnished.

The Eighteenth Avenue house is one of the largest and finest in the city. Every foot of space has been utilized for class room purposes. No more accommodations can be furnished here without enlarging the building. This I would not advise at present, although there is ample ground room and it may be thought advisable at some future time to make such enlargement. There has been for several years great difficulty in properly warming this house. The reasons, in my judgment, are these: 1st. The boiler is too small to do the work easily and properly. 2d. Several of the rooms are insufficiently piped. I would recommend that this boiler be placed in the Wickliffe Street or South Tenth Street house, either of which it will warm easily and thoroughly, and that a boiler of ample capacity be placed in the Eighteenth Avenue house. When this is done there will be little cause for complaint concerning the appointments of this house.

The Eighteenth Avenue Annex consists of two rented rooms, located very near the main building. The rooms are not well arranged for school purposes. About one hundred pupils are seated here.

I believe it is conceded by all that a new building of large capacity must be built in this ward during the coming year. The work of constructing this house should be commenced without delay, for time is required to complete such a structure, and the children now out of school for want of room should be provided for at the earliest day possible.

All the rooms in the Miller Street building are now occupied. The house, in every respect, is in first-class condition. It is not excelled by any under the care of the Board. The time is at hand when this house should be completed according to the original plan, which will make it a twelve-room house with a seating capacity of seven hundred and twenty. The completion of the new sewer in this section will remove the objection many have had to settling in this part of the city. The completion of this building will afford ample accommodations for this portion of the city for years to come.

The Elizabeth Avenue School house, not being in use for school purposes, is under the care of a man specially selected to take care of it. This arrangement was made to protect the property from tramps and thieves. The premises are now well taken care of and can be used for school purposes upon very short notice.

The Central Avenue and Lock Street School buildings are in their usual excellent condition. The recommendation made a year ago in relation to the water closets has been carried out and very complete and satisfactory buildings of this class have been provided. This district has as little cause to complain concerning its school facilities as any in the city.

I think the Board of Education has never been more alive to the necessity of ample accommodation for the school population of the city than it now is, and, further, I believe there never has been so much excellent work done during a single year as during the one just past.

THE SCHEDULE OF SALARIES.

As was stated in the Annual Report for 1883, the readjustment of the schedule of salaries had been placed in the hands of a special committee for careful consideration. This committee, with much labor and patient attention, prepared and submitted to the Board the present schedule, which was unanimously adopted and went into effect September 1st, 1884. It was well received and has proved to be a very satisfactory arrangement.

The committee sought and succeeded in removing from the schedule a large number of inconvenient divisions of the monthly or annual salaries, thus lightening the labor of the Secretary in making up the monthly pay roll.

The next point urged by the committee was a fair though moderate increase in the compensation of the lower grade or beginning teachers, who, some of them at least, without parents or friends to support them, received too little with which to pay their board bills and clothe themselves. The number of years required to reach a maximum grade, and therefore a maximum salary, was reduced by one year, which, indirectly, is a decided advance in salary.

The recommendation several times made by the Superintendent that better compensation be given to the teachers of the second grade in the grammar department, was well carried out by placing these teachers on the grade of First Assistant, with a fair increase in compensation for that grade of work.

The Principals of the Industrial Schools were placed

and very justly so, on the same salary as the Vice-Principals of primary departments. Also, the recommendation that the unjust inequality in the pay of the male and female teachers in the Evening Schools be removed, was unanimously adopted.

While other modifications might be desirable, I consider the schedule as a whole fair and satisfactory.

TEACHERS.

The number of teachers in the employ of the Board at the close of the school year in June, 1884, was 333, an increase of 17 over the preceding year. Of this number 27 were males and 306 females. Of the males, 7 were in the High School, 13 in the Grammar Schools, 5 in the Primary and Intermediate Schools, 1 in the Colored School and one music teacher. Of the females, 1 was employed in the Normal School, 2 as drawing teachers, 10 in the High School, 87 in the Grammar Schools, 198 in the Primary Schools, 3 in the Colored School, 5 in the Industrial Schools.

I believe there were no deaths during the year among the teachers in actual service. With a few exceptions the health of the teachers was good. The exceptions referred to were nearly all in two or three schools. What the cause may be is receiving the careful attention of the Sanitary Committee of the Board.

IMPORTANT CHANGES.

Since the changes named in the report for 1883, none of special note, or outside of the usual routine of the schools, took place until the beginning of the present

school year in September last, when Mr. Charles H. Teason was appointed Principal of the Summer Avenue School and Mr. Joseph A. Hallock was transferred to the Principalship of the Webster Street Intermediate School. Mr. David Maclure was transferred from South Tenth Street Primary School to the Principalship of the Camden Street Primary School and Mr. J. Wilmer Kennedy was transferred from the Walnut Street Primary School to the Principalship of the South Street Primary School. Mr. Henry J. Dougherty was appointed temporary Principal of the Walnut Street School. Mr. William A. Dougall was transferred from the Principalship of Elliot Street School to the same position in the South Tenth Street School, and Miss Eunice A. McLeod was transferred from Thomas Street Primary School to the position of Principal of the Elliot Street School.

The teachers of the Thomas Street and Garden Street Schools were transferred with their classes to the South Street School. Miss Eliza Murphy was transferred from the Vice Principalship of the Webster Street School to same position in Summer Avenue School, Miss Elizabeth W. Dougall from Webster Street School to the position of First Assistant in Summer Avenue School, and Miss Emilie M. Kempt and Mrs. Martha S. Willis as Assistants in the Summer Avenue School. Mr. S. S. Day was made Principal of the Newton Street Grammar School and Mrs. Fannie W. Smith Vice-Principal of same school. The foregoing were the principal changes made during the past year.

ENROLLMENT AND ATTENDANCE.

In the Day Schools.....	20,760
In the Evening Schools.....	2,505
Total	23,265

The enrollment, attendance, etc., in the different schools from September, 1883, to September, 1884, is shown in the following table:

	Enrollment	Average Enrollment.	Average Attendance.	Percent. of Attendance
Normal School.....	39	36	32	88.8
High School.....	583	510	469	91.9
Grammar Schools...	4,767	4,062	3,699	91.0
Primary Schools...	14,619	10,988	9,438	85.8
Colored School.....	463	259	217	83.7
Industrial Schools...	289	191	151	86.7
Total	20,760	16,046	14,006	87.3

These statistics show an increase in the enrollment for the year closing June, 1884, over the year closing June, 1883, of 956, a sufficient number to crowd a large house.

The increase in the average enrollment for the same time was 1,228, and in the average attendance 750. These figures indicate not only a rapid but a substantial growth.

For study and reference I desire to continue the tabulated statements of the comparative ages of the pupils in attendance upon the schools.

Of the 20,760 enrolled during the year,

877	were between	5 and 6 years of age.
2590	" "	6 " 7 " "
2643	" "	7 " 8 " "
2573	" "	8 " 9 " "
2502	" "	9 " 10 " "
2558	" "	10 " 11 " "
2296	" "	11 " 12 " "
1864	" "	12 " 13 " "
1366	" "	13 " 14 " "
759	" "	14 " 15 " "
420	" "	15 " 16 " "
185	" "	16 " 17 " "
76	" "	17 " 18 " "
8	" "	18 " 19 " "
43	" "	19 " 22 " "
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20760		

Of this number 19,269 were between 5 and 14; this is an increase over last year, between the same ages, of 183. The number between 14 and 18 was 1,430, while for the preceding year between the same ages it was 1,431, showing a decrease of 1 for the year 1884. The number between 5 and 18 was 20,699; this is an increase between the same ages of the year 1884 over the year 1883 of 933. This clearly indicates that the school period is slowly increasing in length. There were 51 pupils in the public schools over 18. Thirty-nine of these were in the Normal School preparing for teachers. This leaves 12 in the Grammar or High Schools over 18.

These figures are instructive. They show with great clearness what grade of schools are in most demand,

and serve as a safe guide for the Board of Education in locating the public school buildings.

PRIMARY SCHOOLS.

The number of primary schools not connected with grammar schools—that is, not in the same building—at the close of the school year in June last was 18, containing 86 classes. This is an increase of 2 in number of schools over preceding year, and of 13 in number of classes. The number of primary departments connected with grammar schools in the same building was 15, containing 115 classes. In addition there were two Industrial Schools containing five classes. This gives a total of 206 classes doing primary work. These classes were taught by 203 teachers, with an average of 55 pupils per teacher. This, of course, does not include the South Street and Camden Street Schools, which were opened September, 1884. These schools contain, in South Street 7, and in Camden Street 10 classes; total, 17 classes.

The increase in the enrollment in these schools for the year closing in June, 1884, over the year closing in June, 1883, was 472; in average enrollment, 772; in average attendance, 371. The growth in this grade of schools is remarkable for its steadiness and uniformity.

It is readily seen that by far the greatest number of pupils in the public schools are in the primary grades. Seventy per cent. of the enrolled pupils, including the Normal and the High Schools, are registered in the primary departments. It is not difficult to see that these schools require large appropriations and a large amount of supervision. The Superintendent is ever

watchful of their best interests. The child's future progress, both in school and in life, is largely dependent on the foundation laid here.

I am of the opinion that too much stress has been laid upon the mere intellectual development of the young pupil. Less pressure should prevail here, and more attention and time should be given to the physical, moral and social nature of the child. The first year in school of the pupil from five to six should be given to the training of the perceptive faculties by objective methods, directing and fixing the habits, developing and fostering the desire to know, thus laying the foundation of future self-helpfulness.

The usual term examinations of all the classes in these schools took place as prescribed. All the classes in the first grade, forty-four in number, were examined at the annual examination in June. Of these, 40 classes reached an average standing of 75 and upwards, leaving but 4 classes that fell below 75, the promotion standard. These classes contained 1,545 pupils, most of whom received their diplomas of graduation from the primary school and entered the grammar grade.

I cannot leave these schools without putting on record a word of commendation of the faithfulness and devotion of the great body of the teachers engaged in this primary work. With a few exceptions it would be difficult to find a more earnest and successful class of workers. In all my intercourse with these schools I have ever found the teachers, one and all, ready to assist me in all possible ways to advance the best interests of the classes.

GRAMMAR SCHOOLS.

The pupils in the primary schools look forward with much interest and not a little hope to their admission into the grammar schools. This is right and is one of the great advantages of a system of graded schools. The pupil not only has an opportunity of looking forward and upward, but has awakened in him a strong desire and ambition to excel, without which not very much can or will be accomplished.

There has been some talk of reducing the number of grammar schools. This would be a step in the wrong direction. While I am slow to increase the number of schools of this grade, I am certain we need those we now have. I would strengthen them in every possible way, in the direction of grade, efficiency and availability. If they are too few in number or improperly distributed many will fail to receive the benefit of this grade of instruction who, under more favorable circumstances, would have done so. Another consideration should have its weight in estimating the value of the grammar schools: it is the great advantage to the pupil in the practical application of the facts and the elementary knowledge acquired in the primary course. If the pupil can take no more than the two lower grades of the grammar school course it will be of much value to him in maturing and perfecting the knowledge obtained in the primary school.

There were, at the close of the year, in June, 1884, thirteen full grade Grammar Schools, two with third and fourth grades, one with second, third and fourth grades, making sixteen schools doing grammar school work. These schools enrolled 4,767, a gain over the

preceding year of 313. The average enrollment was 4,062, a gain over the preceding year of 361. The average attendance was 3,699, a gain over 1883 of 301.

The number of classes was 91, the number of teachers 88. (The apparent discrepancy between the number of classes and the number of teachers is explained by the fact that, in a few cases, a teacher has a primary division and a grammar division in the same room.) Taking the average membership, 4,062, as the basis, the average number of pupils per teacher was 46. This indicates a decidedly healthy condition.

The course of study is receiving constant attention, and should, from time to time, receive such revision as experience and the best interests of the schools require. As was stated last year, the principal thing sought after in the revisions was to encourage and enable the teachers to teach subjects, and the pupils to examine and study subjects rather than books. The progress is necessarily not rapid, but it is safe.

The term and annual examinations were had in accordance with the requirements of the Board. All the classes, 91 in number, were examined. Of these 91 classes, 85 reached a standard of 75 per cent. and upwards; 6 fell below the grade.

The examination of the first grade for graduation from the grammar schools and by virtue thereof admission to the High School, was unusually successful. The examination was held in the High and Lawrence Street School buildings, June 17th and 19th, 1884. The number of applicants was 449, of which number 193 were boys, and 256 were girls. Number admitted, 401; boys, 174; girls, 227; 89.3 per cent. of applicants admitted; 90.1 per cent. of boys admitted, and 88.6 per cent. of the

girls admitted. Average age of boys, 14.6; average age of girls, 14.2; general average, 14.4. Average age of those rejected: boys, 14.3; girls, 14.7; general average, 14.5.

The applicants were tested with the following questions :

GRAMMAR.

1. What is a modifier [1]? Write one or more sentences to illustrate a modified subject, a modified predicate, a modified object complement [9].

2. State the difference between an adjective clause and an adverb clause [3]. Write one or more sentences illustrating the use of each [3]. Parse the subject and predicate of the adverb clause [4].

3. Define the difference between a definitive adjective and a descriptive adjective [4]. Illustrate the use of each in one or more sentences [4]. Parse the adjectives in your sentence [2].

4. Change the following simple sentence into a complex sentence, and then analyze the sentence: "Much of the cotton raised in the Gulf States is exported." [2 for the change, 8 for analysis.]

5. What is tense [2]? Name the tenses [2]. Write four sentences, each illustrating a different tense [4]. Designate the tense used in each sentence [2].

6. What is the difference between an attribute complement and an object complement [4]? Write one or more sentences illustrating each [4]. Parse the attribute complement [2].

7. What is case [2]? Name the cases [2]. In the following, select and parse a word to illustrate each case :

"How dear to my heart are the scenes of my childhood,
When fond recollection presents them to view." [6]

8. What kind of a sentence is the foregoing [2]? Name the clauses and parse the subject and predicate of each [8].

9. In a paragraph of from 10 to 12 lines, tell what you think of your progress in school during the year now closing [10].

10. In a paragraph of about 10 lines, describe Market street, Newark [10].

HISTORY.

1. How many voyages did Columbus make [2]? Give a brief description of each [8].

2. Give a brief account of the voyages, explorations and attempts at settlement made by Amidas and Barlow, White and Lane, under the direction of Raleigh [10].

3. Tell what you know of the settlement, sale, ownership and union of New Jersey [6]. Give the date and the particulars of the settlement of Pennsylvania [4].

4. What was the cause of the French and Indian War [4]? Describe in full Washington's journey to the French commander [6].

5. State briefly the causes that led to the American Revolution [4]. Who was appointed Commander-in-Chief of the American forces; when, and by whom; what was his first movement after taking command of the army [6]?

6. Give date and full account of the adoption of the Declaration of Independence [10].

7. Describe Washington's retreat, after the battle of Long Island, into and through New Jersey to the Delaware River [10].

8. Under whose administration did the following events take place, and what was the cause of each event? The second war with England; John Brown's Raid; Secession of South Carolina; Attack upon Fort Sumter; the impeachment of President Johnson [2 for each event]?

9. When and by whom was the Emancipation Proclamation issued [2]? Where is Vicksburg [2]? Gettysburg [2]? What generals were defeated at these places and by whom [4]?

10. Give a full account of the tribunal for the settlement of the Alabama Claims [10]?

ARITHMETIC.

1. Put the following items into the form of a bill, find the amount of the bill, computing interest at 6% for three months, and receipt:

John James bought of James Henry, 25 plows at \$9.63; 125 hoes at \$0.63 $\frac{1}{2}$; 94 shovels at \$0.81; 67 axes at \$1.13 [10].

2. A man sold his farm, which was 240 rods long and 88 rods wide, for \$15 per acre, and took in payment a note for 4 months, which he had discounted at the bank at 6%. How much money did he receive [10]?

3. Analyze: If oats are worth \$1 $\frac{1}{2}$ a bushel and corn \$1 per bushel, how many bushels of oats must be given for 8 bushels of corn [10]?

4. What did it cost to flag the sidewalk in front of Heath & Drake's store, the lot being 28 feet wide and the sidewalk from curb to building 14 $\frac{1}{2}$ feet, at \$9 $\frac{1}{2}$ per square yard [10]?

5. A speculator bought 10 acres of land at \$500 per acre, laid it out in villa lots 5 rods long and 4 rods wide. He sold the lots at \$150 each, how much did he gain and what % [10]?

6. A merchant, owing \$994.50, gave a note for 30 days, which was discounted at 6%; for how much must the note be drawn to pay the debt [10]?

7. \$625 $\frac{50}{100}$

BOSTON, Oct. 1st, 1864.

For value received I promise to pay Madison Wells, or order, on demand, six hundred and twenty-five $\frac{50}{100}$ dollars with interest at 6%.

HENRY BLANK.

Indorsements: Jan. 1st, 1865, \$200

Nov. 1st, 1865, 20

How much is due May 1st, 1866 [10]?

8. A merchant sent to his agent in Chicago \$1,011.98 to invest in wheat after deducting his commission of 4%; how much did he invest and how many bushels of wheat did he buy at \$1.33 per bushel [10]?

9. If 6 men make 132 pairs of boots in 4½ weeks, working 5½ days a week and 12 hours a day, how many pairs will 18 men make in 13½ weeks, working 4 days per week and 11 hours per day [10]?

10. Jones and Smith rent a pasture for \$275; Jones puts in 80 sheep and Smith 100, but at the end of 6 months they sell one-half of their stock and allow Hall to put in 50 sheep. What part of the rent should each pay at the end of the year [10]?

GEOGRAPHY.

1. What is the effect of the daily rotation of the earth from West to East [2]? What is the effect of the annual revolution of the earth around the sun [2]? What is the orbit of the earth [3]? The plane of the orbit [3]?

2. State the difference between latitude and longitude [4]. What is the greatest number of degrees of latitude a place can have [1]? Why [2]? The greatest number of degrees of longitude a place can have [1]? Why [2]?

3. What is meant by climate [1]? Describe the effect of latitude upon temperature [3]. The effect of elevation [3]. The effect of sea winds [3].

4. What is the vegetation of a country [1]? Upon what

does the vegetation depend [2]? Name several of the largest land animals, and tell in what zone they are found [3]. Name several animals useful to man, and tell in what zone they are found [2].

5. Name and bound the Continents of the Western Hemisphere [4]. Name and bound the Continents of the Eastern Hemisphere [6].

6. Name the political divisions of North America [3]. Bound the most important one [3]. Name and describe the two principal mountain systems of North America [4].

7. Describe the climate surface and productions of the Southern part of the United States [6]. Name the inland waters included in the United States [4].

8. Bound the British Isles [4]. Describe the climate and surface of England [4]. Locate and describe its capital [2].

9. Name five countries of Asia, and name and locate their capitals [5]. Name and locate the largest city in the following: United States, British America, Mexico, Brazil and Russia [5].

10. Draw a map of the Middle Atlantic States as a group. Locate the capital of each State; the two main ranges of the Appalachian mountain system; the Adirondack and Catskill mountains; also the Hudson, Delaware and James rivers [10].

SPELLING.

- | | |
|----------------|------------------------|
| 1. Surgeon. | 9. Strychnine. |
| 2. Guinea. | 10. Dyeing (to color). |
| 3. Prairie. | 11. Cochineal. |
| 4. Chargeable. | 12. Sheriff. |
| 5. Grieving. | 13. Balance. |
| 6. Leopard. | 14. Piecing. |
| 7. Calyx. | 15. Piecemeal. |
| 8. Milwaukee. | 16. Piercing. |

- | | |
|-------------------------|-----------------|
| 17. Jogging. | 25. Throbbled. |
| 18. Blamable. | 26. Singeing. |
| 19. Gauge (to measure). | 27. Bananas. |
| 20. Paralysis. | 28. Vedette. |
| 21. Palace. | 29. Nauseous. |
| 22. Ottomans. | 30. Bagatelle. |
| 23. Cassimeres. | 31. Erysipelas. |
| 24. Catarrh. | 32. Façade. |

33. Ecstasy.

The following is the result of the examination :

BURNET STREET SCHOOL.

GIRLS

Name.	Age.	Per cent.
Margaret B. Hill.....	14.4	94.6
Jennie E. McKee.....	14.6	94
Helena Straus.....	15.1	92.6
Magdalena Landmesser.....	16.1	92.4
Florence J. Smith.....	15.9	92.2
Grace E. Bedford.....	15.4	91.8
Katie A. Hogan.....	15.9	91
Anna M. Boylan.....	15.9	90.8
E. Theresa Leary.....	13.9	88.2
Anna M. Brown.....	15.6	87
Nora Bowden.....	16.4	86.6
Mary G. Bourne.....	15.8	82.9
Lulu T. Lee.....	16.4	81.8
Josie C. Bentley.....	16.8	79.2
Edith C. Crane.....	14.6	79.1
Lillie M. Wardell.....	15.8	79
Mary G. Dickson.....	16.7	78.1
Clara L. Sturgis.....	15.9	77
Nellie R. Miller.....	15	75.6

BOYS.

Name.	Age.	Per cent.
Harry L. Soden.....	15.5	91.9
Ralph M. Sutphen.....	14.11	91.5
William R. Thompson.....	13.10	90.3
Norwood Osborne.....	15.4	89.9
John Van Nest.....	13.6	86.7
Frank F. Eagles.....	14.1	86.5
William M. Leary.....	12	86.5
Edward D. Conklin.....	14.10	86.4
Robert E. Walsh.....	14.11	85.1
William G. Russell.....	14.4	83.9
E. Albion Titcomb.....	16.7	83.8
David H. Max.....	13.6	81.6
Edwin A. Richardson.....	14.4	80
Charles Freeman.....	15.9	79.3
Eugene G. Wood.....	15.8	79
James G. Dixon.....	13.9	75.1

WASHINGTON STREET SCHOOL.

GIRLS.

Name.	Age.	Per cent.
Millie G. King.....	15.2	95.9
Emma E. Wolf.....	14.5	90.8
Gussie Kempe.....	13	90.3
Bertha Schloss.....	14.11	90
Laura T. Atkinson.....	16.1	87.7
Fannie B. Jennings.....	14.10	87.2
Ida Newman.....	14.2	87.1
Florence L. Lyon.....	14.7	86.2
Sophie H. Auerbacker.....	15	85.8
Tillie T. Baylis.....	15	84.5
Florence I. Wilkinson.....	14.3	84.1
Josie A. Stansbury.....	13.10	80.5

BOYS.

Name.	Age.	Per cent.
Augustus Hartman.....	14.5	96.9
Archibald B. Mills.....	14.6	94.9
Albert W. Terhune.....	13.2	94.3
William W. Stephens.....	14.9	93.8
Robert D. Castle.....	15.5	93.9
Bancker D. Huff.....	15.9	93.5
Saul Wiener.....	12.5	93.5
George O. McNabb.....	14.7	92.6
Ogden W. Tunison.....	13.5	92.3
Harry C. Moore.....	13.4	92.2
Charles A. Terrill.....	14.9	91.6
Spencer W. Sinnock.....	14.8	90.6
Philip Bornstein.....	15.8	89.8
Albert L. Crater.....	13.2	89.7
Samuel A. Bates.....	12.10	89.5
Julius R. Voelcker.....	14.4	88.7
Hiram Feder.....	12.6	88.4
Charles W. Campbell.....	15.4	88.2
Chauncey B. Griffiths.....	14.8	88.1
Fred. F. Schunck.....	14.2	87.2
William J. Schmander.....	15.4	87
Harry B. King.....	14.11	86.3
Walter N. Simpson.....	15.8	81
Albert H. Graf.....	15.6	75.9

LAWRENCE STREET SCHOOL.

GIRLS.

Name.	Age.	Per Cent.
Josie A. Kenny.....	17	98.7
Nounon A. Labiaux.....	14.6	96.1
Lizzie W. Blue.....	16.3	95.9
Lillian B. Northrup.....	15.7	95.2

Name.	Age	Per cent.
Nina Nightingale.....	14.10	94.9
Amy Andrew.....	16.5	94.4
Lillie B. Gould.....	14	93.5
Rosa Schmidt.....	15.6	92.5
Edith O. Martin.....	15.7	90
Eva P. Knapp.....	15	89.1
Minnie Newman.....	14	88.8
Jessie C. James.....	15.11	87.3
Jennie Michaels.....	14	86.7
Ray Chapin.....	15	83.6
Helen C. Edwards.....	15.9	83.1
Emma L. Egner.....	16.5	82.7
Louise J. Wegle.....	14	82.2
Mary P. Cornish.....	15	80.7
Dollie E. Kingston.....	14.10	80.1
Carrie Allen.....	14.10	80
Nellie A. Hawk.....	15.5	79.6
Rose A. Morgan.....	16.6	79.5
M. Emma Stevens.....	14	78.8

BOYS.

Philip W. Wilkins.....	14.6	97.3
Thomas J. Graham.....	15.5	92
Leon A. Walker.....	14.3	92
Horace P. Gould.....	14.9	91.7
Charles K. Chandler.....	14.3	90.2
Harry Vreeland.....	15.4	89.7
Walter H. Gould.....	15.8	89.4
R. Edwin Kirk.....	14	89
August F. Sippel.....	13.3	88.2
Frank H. Williams.....	14.6	87.9
Otto Kuhn.....	13.6	87.4
Robert L. Carwin.....	14.7	87.3

Name.	Age.	Per cent.
Fred. Scharringhausen.....	13.8	85.2
Rush Burges.....	16	84.5
Alexander Miller.....	13.4	84.2
Edwin M. Rosseter.....	17	83.7
Mortimer A. Johnson.....	13.7	82.9
William E. Blewitt.....	14.6	81
Frederick Levi.....	13.6	81

COLORED SCHOOL.

GIRLS.

Name.	Age.	Per cent.
Mary Beale.....	16	87.5
Nettie M. Wells.....	16	85.1
Ruth C. Wells.....	16	85.1
Bertha C. Walton.....	14	76.6

BOYS.

James M. Miller.....	14.5	85.7
Oscar H. Smith.....	14.6	81.4

LAFAYETTE STREET SCHOOL.

GIRLS.

Name.	Age.	Per cent.
Gertrude Warring.....	12.10	71.3
Nellie Donnelly.....	13.8	90.1
Lillian Williams.....	15.3	89
Amelia L. Clark.....	13.6	86.4
Minah Warring.....	14.11	86
Ella Ackerson.....	13.11	85.6
Carrie Herman.....	15.8	84.7
Nellie Ziegler.....	13.3	84.4
Emma Christie.....	14.10	82.5
Harriet Jones.....	14.11	82.2
Lottie Duym.....	13.11	80.6

Name.	Age.	Per cent.
Martha Roscoe.....	16.8	79.7
Cora Scull.....	15	79.6
Rachel Vogt.....	13.7	78.1
Mary Cannon.....	15.10	77.8
Emma Clark.....	15.5	77.5
Estelle Martin.....	15.10	77.3
Sadie Fruhauf.....	15	76.2

BOYS.

George Terwilliger.....	13.6	96.8
Elmer Thomson.....	13.3	95.5
Herman Ziegler.....	13.3	93.7
Samuel Brewster.....	14.3	91.3
William Hagerman.....	15.4	90.4
Joseph Gibian.....	13.8	86
William Howarth.....	15.2	83.9
John Chambers.....	13.2	81.8
George Robertson.....	13.8	80.5
Warner Tucker.....	15.11	75.5

WEBSTER STREET SCHOOL.

GIRLS.

Name.	Age.	Per cent.
Eva Melick.....	15.9	97.4
Carrie W. Denison.....	14.2	96.2
Lilian Coult.....	15.9	94.5
May Bradford.....	14	94.4
Maude Elsdon.....	14.3	93.7
Lizzie Joralemon.....	16.5	92.3
Rachael Joralemon.....	14.10	92.1
Helen Tappan.....	14.9	91.2
May Bennett.....	14.6	91
May Roaleefs.....	14.11	89.4
Claribel Goyl.....	12.8	89.2

Name.	Age.	Per cent.
Helen Brainard.....	15.4	88.9
Alma Martin.....	12.2	88.5
Carrie Emmons.....	15.9	88
Clara Downs.....	15.8	87.8
L. Irene Jones.....	16.5	85.5
Annie B. Denny.....	16.10	84.6
Ida Van Ness.....	13.4	84.4
Anna M. Baxter.....	14.4	84.3
Hattie W. Johnston.....	15.3	83.6
Julia Bird.....	15.3	83.3
A. Mary Connett.....	14.4	83.1
Lillie Spencer.....	13.8	82.9
Jennie E. Tichenor.....	16.3	82.9
Katie A. Wood.....	16	82.4
Eva E. Suydam.....	15.7	81.7
Anna Guyer.....	15.11	81.2
Hattie Fulcher.....	15.10	80.6
Mabel W. Hatch.....	14.2	80.4
Grace Beardsley.....	16.10	79.8
Mildred MacCall.....	14.4	79.8
Lillie Baxter.....	16.6	79.4
Beatrice Winsor.....	15.2	78.3
Luella Brown.....	13.10	76.3
Susie E. Stimis.....	17.3	75.2

BOYS.

Joseph Forbes.....	15.7	94.2
Robert B. Hart.....	14.10	93.6
De Wilt Paxton.....	15.10	93.1
Frank J. Volker.....	13.6	92.7
Frederick Norris.....	14.3	91.6
D. Warner Bates.....	14.6	91.5
Frank Cooper.....	14.11	91.5
Paul Heller.....	15.5	91.2

Name.	Age.	Per cent.
Roy Kitchell.....	14.10	90
Frank Appeson.....	15	88.1
Leonard Thomson.....	14.3	87.8
Edward Davies.....	15.8	87.5
Edward W. Russell.....	12.5	85.4
William H. Pierson.....	14.9	85.2
David Crawford.....	12.10	85.1
Edwin Betts.....	14.5	84.1
Louis Maltbie.....	15.9	84.1
Edwin T. Gale.....	15.3	83.6
Arthur P. Hill.....	15.8	83.1
Frank A. Bowles.....	14.10	81.4
Andrew Allen.....	14.5	79.6
Charles W. Denison.....	16.1	79.1
Frank McKeon.....	14.2	79
Edward S. Gibbs.....	16.9	77.9
Edwin Taylor.....	16	77.8

CHESTNUT STREET SCHOOL.

GIRLS.		
Name.	Age.	Per Cent.
Kate F. Belcher.....	13.6	96.6
Mary E. Miller.....	15	94.9
Amy H. Marvin.....	15.6	94.3
A. Gertrude Tillard.....	17.4	93.4
Mary A. Birrell.....	14.10	91.5
Kate W. Meade.....	14	91.4
Maria Selover.....	13.6	90.6
Fannie C. Hays.....	13.3	90.5
Francis L. Hedges.....	17.7	90.2
Harriet E. Conant.....	14.9	90
Grace I. Alston.....	13.3	89.9
Grace M. Chandler.....	15.1	89.7
Bessie E. Reeves.....	13.7	89.3

Name.	Age.	Per cent.
Julia D. Thompson.....	14.4	88.6
Helen P. Van Ness.....	13.11	88.5
Annie E. Bonneau.....	13.10	88.2
Kate K. Vansyckel.....	17.10	87.9
Mamie L. Conselyea.....	14	87.4
Emma S. Burkhardt.....	14.1	87.3
Mamie B. McCrea.....	13.8	87
Grace E. Denning.....	13.11	86.7
Francis E. Force.....	14.11	86.4
Marian L. Luff.....	14.5	86.3
Mary E. Bebout.....	13.7	85.8
Edith M. Loweree.....	13.11	85.8
Clara Zahn.....	13.9	85.4
Daisie M. Law.....	13	85.1
Evelyn G. Bryden.....	14.11	84.9
Carrie L. Mahler.....	16.2	84.8
Mary E. Bradshaw.....	14.5	83.1
Annie A. Estie.....	15.6	82.9
Louise C. Müller.....	16.3	82.7
Ella H. Nesler.....	17.3	82.5
Eleanor A. McCrea.....	15.8	82.2
Georgie Hageman.....	14	82
Minnie S. Horschell.....	12.5	82
Grace E. De Vausney.....	16.7	81.8
Marion Thomas.....	15	81.2
Clara E. Romer.....	14.10	80.8
H. Isabel Guerin.....	15.5	80.4
Emma Weil.....	16.3	80.3
Esther Weil.....	14.3	80
Della Joralemon.....	13	78.4
Annie G. Larter.....	15.10	78.2
Carrie Engelke.....	15	77.1
Fannie Egbert.....	15.8	76.5
Laura D. Fitzgerald.....	14.5	76.4

Name.	Age.	Per cent.
Anna L. Cook.....	17.3	76.3
Flora B. Blanchard.....	13.4	76.1
Jessie I. Bines.....	17.2	75.8

BOYS.

Thomas T. Graham.....	14.2	93.5
Alfred T. Rummell.....	14.2	92.2
Charles H. E. Utter.....	14.2	91.7
Arthur C. Winans.....	11.10	91.2
Frank M. Linnett.....	13.7	90.3
Leonard B. McWhood.....	13.6	90.1
Godfrey G. Huff.....	14.10	88.3
Herbert S. Palmer.....	14.10	88.3
Raymond W. Smith.....	13.5	85
Arthur Mertz.....	16.2	84.6
Joseph E. Harrison.....	15.6	84.1
Wilbur M. Evendon.....	16.3	83.2
George N. Reeves.....	14.8	82.8
Edward S. Ayres.....	15.2	82.5
Frank L. Gardner.....	15.3	82
William L. Currier.....	15.7	79.9
Frederick Zahn.....	15.4	79.7
George T. Backus.....	15.7	78.8
Loyall A. Osborne.....	14	77.4
Howard W. Walton.....	14.7	75.5

OLIVER STREET SCHOOL.

GIRLS.

Name.	Age.	Per cent.
S. Lily Mundy.....	13.6	94.4
Mary G. Crilley.....	15	93.9
Carrie E. Rodamor.....	13.9	93.8
Lillie C. Flammer.....	14.6	91.3

Name.	Age.	Per cent.
Maggie E. Curtis.....	14.8	91.2
Rose S. Miller.....	14.2	90.9
Mary A. Jones.....	15.10	89.6
Madeline Tunison.....	13.5	86.8
Dora L. Weyand.....	12.10	86.3
M. Alice Hunt.....	14.8	86
Lillian A. Elkins.....	14.10	85.3
Katie Neilass.....	14.9	85.1
Mabel F. Winans.....	15.9	84.5
Maggie M. Lennox.....	12	83.6
Margaret M. Preston.....	14.2	83.5
Edith M. Williams.....	14.6	81.8
Florence E. Robertson.....	16.5	80.1
H. Mildred Johnston....	14.6	79.5
Emma A. Cann.....	15.8	79.4
Synthia G. Payne.....	14.9	78.4

BOYS.

J. Lyman Hedden.....	12.1	89.6
John N. Joralemon.....	14.11	88.6
Frank N. Glazier.....	15.6	84.9
William H. Boehm.....	13.5	84.5
Henry C. Groom.....	13.4	84.1
Elwood Williams.....	12.2	83.4
Thomas Hobbis.....	13.5	83.1
August Morizot.....	13.7	81
Frank Smith.....	14.11	80.7
Fred. B. Drever.....	13.2	79.8
Horace G. Adams.....	13.4	79.1
Selah H. Van Ness.....	15.3	77
Castor W. Gray.....	12.10	76.1
Stephen W. Tench.....	14.4	75.5

SOUTH EIGHTH STREET SCHOOL.

GIRLS.

Name.	Age.	Per cent.
Anna A. Hulbert.....	14.3	95.9
Bessie C. Schenck.....		95.7
Emmie Hopper.....	16.11	94.6
Charlotte R. Blake.....	15.2	93.7
Adelaide Drammond.....	13.7	91.1
Marie Allen.....	16.5	91
Laura Brokaw.....	15	91
Amelia J. Hicks.....	14.4	90.8
Carrie B. Curtis.....	14.1	90.1
Phebe J. Freeman.....	15.8	89.9
Floretta Morris.....	15.11	89.3
Mary Wesler.....	14.6	87.3
Alice H. Miles.....	15.1	86.9
A. Margaret Hausman.....	12.8	86.1
Sara E. Taylor.....	14.3	84.3
Lillian Coursen.....	13.3	83.9
Louise A. Covert.....	16.6	83.7
Emogene A. Ayres.....	14.9	82.9
Cora B. Lyle.....	15.6	82.2
Emma Russell.....	16.6	81.2
Valeria B. Chapman.....	16.4	77.8

BOYS.

Frederick J. Riede.....	14.1	96.2
Walter H. Jackson.....	12.1	96.1
Claudius H. Henson.....	14.10	94.7
Albert Hanford.....	15.11	91.8
Frank T. Vanderhoof.....	14.5	92.5
Frederick D. Brokaw.....	13.10	92
Edward N. Brokaw.....	16.8	91
Alexander Russell.....	14.5	90.7

Name.	Age.	Per cent.
Albert J. Morris.....	13.11	90
Martin J. L. Griffin.....	14.8	89.4
Arthur C. Banister.....	14.9	88.1
Charles Egbertson.....	14.9	88
Edwin R. Hunt.....	14.3	87.6

SOUTH MARKET STREET SCHOOL.

GIRLS.		
Name.	Age.	Per cent.
Margaret K. Breitwiesser.....	13.3	87.4
Flora Irvin.....	13.4	86.4
Emma Steiger.....	13.2	82
Katherine Helmstaedter.....	11.11	75.2

BOYS.

Name.	Age.	Per cent.
Victor E. Oese.....	12.11	93.6
Wallace T. O. Hurd.....	11.7	90.9
Emil C. Toering.....	12.8	88.2
Alfred Peter.....	15.6	87.8
Albert V. Maybury.....	13.9	87.2
William F. Book.....	13.7	87
John W. Teeter.....	13.6	85.8
Charles E. Hetzell.....	15.10	75.5
Jacob J. Schaeffer.....	13.5	75

MORTON STREET SCHOOL.

GIRLS.		
Name.	Age.	Per cent.
Emma J. Tuusted.....	15.4	89.3
Annie Wills.....	13.8	87.3
Matilda Lowry.....	14.1	86.4
Grace M. Vroom.....	15.10	86
Josephine Revitt.....	15.6	84
Minnie A. McDonald.....	15.3	82.4

Name.	Age.	Per cent.
Anna Petry.....	14.5	81.1
Flora A. Vliet.....	14.2	80.5
Charlotte R. Bernard.....	13.11	80.1
Julia Etta Way.....	15.4	79.9
Harriet Dietz.....	13.2	77.9

BOYS.

Henry Overgne.....	13.4	97.7
Henry Schulz.....	14.4	94.2
Alfred C. Brown.....	14.4	90.5
Engelbert Kaltenbach.....	15.8	90.2
Edward Schaaf.....	14.10	90.2
Otto G. H. Becker.....	13.10	89.9
Max Fritsche.....	13.6	89.1
John C. Groel.....	10.6	86.2
Melville M. Rutan.....	14.5	84.6

CENTRAL AVENUE SCHOOL.

GIRLS.

Name.	Age.	Per cent.
Jessie Gillott.....	13.8	95.9
Jennie Green.....	16.7	90.5
Clara E. Schofield.....	16.4	89.2
Lucy F. Morton.....	16.1	87.7
K. Germond Vosburgh.....	15.3	87.2
Emma Weil.....	15.5	85.8
Clara L. Sonnekalb.....	14.5	84.8
Elfrida Zieho.....	14.2	82.5
Louisa C. Conroy.....	14.9	82.1
Minnie M. Johnson.....	14.9	80.7

BOYS.

William L. Ross.....	13.2	97.5
William J. Knott.....	15	93.1

Name.	Age.	Per cent.
George J. Wilson.....	13.9	92.6
Joseph H. Greenhalgh.....	14.10	91.4
Henry J. Ruesch.....	13.3	91.2
Henry J. Berry.....	15.3	91.1
Clarence H. Alexander.....	15.1	90.3
Charles A. Smith.....	14.9	90.2
William A. Lawrence.....	16.8	86.9
Reginald W. Alexander.....	13.10	86.7
Herman D. Vollweiler.....	14.11	86.2
Aaron Feist.....	13.9	84.1
George C. Marsh.....	14	84

The following is a summary of the examinations:

School.	Applicants—		Admitted—		Rejected—	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Burnet Street.....	19	22	16	19	3	3
Washington Street.....	24	12	24	12	--	--
Lawrence Street.....	19	23	19	23	--	--
Colored.....	2	6	2	4	--	2
Lafayette Street.....	11	21	10	18	1	3
Webster Street.....	25	35	25	35	--	--
Chestnut Street.....	27	55	20	50	7	5
Oliver Street.....	19	26	14	20	5	6
South Eighth Street..	13	21	13	21	--	--
South Market Street..	11	12	9	4	2	8
Morton Street.....	9	12	9	11	--	1
Central Avenue.....	13	10	13	10	--	--
Private.....	1	1	--	--	1	1
Total.....	193	256	174	227	19	29

HIGH SCHOOL.

Since the enlargement of the High School building and the organization of the school upon a broader and more liberal basis, the increase in the appliances for objective and experimental work for the use of the teacher and the pupil, the interest in the school has deepened, and the quality of the work done in the classes has improved. Much, I may say nearly all, of the feeling of opposition to the school, and the disposition to question its right to exist, has disappeared. Its value in our system is better understood and appreciated. Its relation to the educational work in the city is two-fold. First, its influence upon the primary and grammar schools in arousing the ambition of the pupils and inspiring them to gain admission to its privileges, and thus secure its honors. In this way all the grades below it and the whole system are lifted and strengthened. Second, its relation to the Normal and Training Schools, and through them to the entire teaching force of the schools. Without the High School it would be difficult—I may say impossible—to supply our schools with properly trained teachers. It is worth to the city all it costs for that purpose only. But we find its influence is felt in the practical and industrial pursuits as well as in commercial and professional callings.

The subjects are, in the main, well taught. With more experience, better means and better methods the teachers will be able to do more satisfactory work.

I regret that a larger percentage of the pupils in our public schools do not avail themselves of the full High School course. Fully fifty per cent. of the children of the present day close their regular school life with the

twelfth year. I think a better public sentiment, a little more ambition on the part of the pupil, proper encouragement from the teachers, and some self-sacrifices on the part of the parent, will have a strong influence in inducing more pupils to take this course. There are strong reasons why this course should be taken by pupils from twelve to sixteen or eighteen years of age.

In an able paper read before the American Institute of Instruction by Homer B. Sprague, the accomplished Principal of the Girls' High School, Boston, I quote the following: "In some cities half the crimes and misdemeanors are perpetrated by persons under twenty-two. Of those criminals who are older most began their downward career long before. The criminal of twenty-five began to be a culprit at twelve or fifteen. * * * The grand jury in General Sessions Court in New York in May, 1882, passed upon over two hundred and sixty cases, and, at the conclusion of their session, made a presentment to the Court, in substance, as follows: That from their observation they were convinced that of all criminals held for the action of the grand jury by committing magistrates, seventy-five per cent. were between the ages of twelve and eighteen years. Judge Cowing, of the same Court, in passing sentence upon a youthful desperado, said that from his observation seventy-five if not ninety per cent. of those convicted of crimes, where penalties ranged upwards of five years, were under twenty-five years of age. The most critical age is the high school age—thirteen, fourteen, fifteen, or fourteen, fifteen, sixteen, when the body and mind are in a ferment with the wonderful changes that are going on; when nature compels attention to the new powers and unwonted

desires that adolescence brings. Just at this time, more than ever before or after, there are needed right influences and right employments. Just at this time it is that the high school takes the youth of both sexes, gives them wholesome work to do, fruitful lessons of truth and purity and right to learn, noble examples, the grandest in history, to ponder, fixes their attention on the facts of the universe, the laws of man and God; banishes far, or teaches how to overcome the sins, temptations and diabolisms of life; presents to them, usually, specimens of upright manhood and true womanhood in the teacher's chair; reminds them silently, yet unceasingly, that these bodies are the temples of the Holy Ghost, and that these souls, after patient continuance in well-doing, shall one day wear a crown. The high school training conducts the pupil safely through this crisis, and guarantees him a life of honor.

* * * It is not true that many criminals are graduates of high schools or colleges, but it is true that many a candidate for the prison, unhappily taken from the school just at that time when he most needed its saving influences, can say with Cahban:

'You taught me language, and my profit on't
Is, I know how to curse.'

"They have learned the three R's; nothing more. Reading, and they imbrute themselves over dime novels; Writing, and they forge notes; Business Arithmetic, and, in the words of a famous millionaire: 'They cheats one another and they calls that business.'

A longer stay in school under its restraining and guiding influences, the elements of character become

fixed: the habits are well formed, and that critical period when temptations are so strong and so likely to overcome is past; the pupil can now go forth well armed and equipped for the battle of life. I commend the foregoing quotation to the thoughtful consideration of the true friends of education.

Under the head of school accommodations reference was made to some changes among the schools looking towards a new building for the High School. The plan is simply this: The Colored School is greatly in need of increased and better school accommodations as to kind and location. Take the Market Street Primary School building for the Colored School; take the present High School building for the Normal and Training School, and build a new house for the High School. This would enable us to provide handsomely and liberally for the Normal and Training Schools and the Colored School, and at the same time make it possible to do for the High School what its size and importance demand.

By request, Mr. E. O. Hovey, Principal of the school, submits the following:

Mr. William N. Barringer, Superintendent of Schools.

DEAR SIR—I beg to present a brief report of the condition of the High School and some suggestions in regard to its future.

In 1883, there were admitted 299 pupils; in 1884, 346. The enrollment in 1883 was 583; in 1884, 681. Increase of pupils admitted in 1884 over 1883 was 47, while the increase of enrollment was 98, showing that the staying power is increasing.

It is a pity that our pupils cannot remain at least two years with us. Those that leave are so poorly prepared to meet the duties and obligations of active life.

There are in the male department 264 pupils reciting in seven classes. In the female department there are 416 pupils reciting in nine classes making an average of 46 in each recitation (each pupil having three studies), which is altogether too large a number for High School classes. The individual is lost in the class. This cannot be effectually remedied with our present building and present plan of work. I will make a suggestion in regard to this farther on.

The addition to our building proves eminently satisfactory, but the number of pupils has so increased that we are still crowded and must have relief in some direction—either fewer pupils or more room.

While our increased facilities have enabled us to do better work in all Departments, this is especially noticeable in our drawing department, where our fine room, devoted exclusively to the drawing classes, has given the teacher an opportunity to do individual work heretofore impossible. We hope so to improve that our higher classes will soon be enabled to draw from casts and sketch from nature.

I recommend that the commercial pupils be allowed to take drawing.

The abolition of the morning recess proves alike satisfactory to pupils and teachers. The boys change rooms at close of each period, and the girls at the middle of the forenoon have light calisthenics or marching for five minutes with all windows open.

The subject of examinations causes much thought and attention. Theoretically, perhaps, each teacher should promote the pupils that he knows are prepared to go on, but practically the millennium is too far off. If the Board consent, I propose to base the promotions hereafter on the daily record, term examinations and final examinations, as this covers all the pupil's work and takes away the excuse for nervousness or headache.

I am decidedly in favor of having the female department (as well as the male), conducted on the departmental plan. It may be desirable in a primary or grammar school to have one teacher take entire charge of a class, hearing all its recitations, directing all its work. But it is very different when we come to the higher grade of studies. No teacher can be alike proficient in commercial studies, higher mathematics, natural sciences, ancient and modern languages, rhetoric and literature. Much better results can be obtained by having each teacher take one general line of work. It may, perhaps, not be as well for the teacher but much better for the pupil. By this plan we can lessen the number of pupils in each recitation.

Our classical graduates are doing themselves credit and are honoring us by their good standing in college. We have representatives in Williams, Wesleyan, Columbia, Princeton, Yale and Wellesley.

All the teachers are in accord, striving year by year to increase the efficiency and to elevate the standard of the school.

The following is a tabulated statement of the pupils admitted to the High School since 1871, the first year of the present administration:

Year.	Boys.	Girls.	Total.
1871	64	78	142
1872	64	94	158
1873	69	82	151
1874	78	97	175
1875	80	111	191
1876	97	99	196
1877	88	120	208
1878	93	132	225
1879	92	99	191
1880	100	139	239
1881	114	123	237
1882	125	143	268
1883	136	163	299
1884	150	195	345

E. O. HOVEY, *Principal.*

The entire number of graduates since the establishment of a graduating course is shown in the following table:

Year.	Males.	Females.	Total.
1862	8	--	8
1863	8	22	30
1864	6	8	14
1865	6	13	19
1866	8	16	24
1867	4	23	27
1868	4	25	29
1869	6	30	36
1870	7	34	41
1871	9	19	28
1872	10	30	40
1873	13	26	39
1874	14	18	32
1875	14	33	47
1876	17	46	63
1877	19	41	60
1878	32	47	79
1879	24	48	72
1880	26	39	65
1881	24	46	70
1882	31	53	74
1883	27	48	75
1884	30	40	70

Total number of graduates--337 705 1,042

An average of 45 each year.

COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

The twenty-third annual commencement of the High School was held in the Grand Opera House, Thursday evening, June 19, 1884.

The exercises were of a high order, and were appreciated by a large audience.

The following was the

ORDER OF EXERCISES.

MUSIC—Overture, "Niagara," *Boettger*, - - Orchestra.

ORATION—"The Question of the Hour,"

William A. Brown.

ESSAY—"Woman as a Warrior," - - Miss Laura Cook.

Read by Miss Cornelia S. Coe.

ESSAY—A new version of "The Old Woman who Swept
the Cobwebs from the Sky,"

Miss Ella L. Osborne.

MUSIC—Polka, "Anvil," *Parlow*, - - - Orchestra.

ORATION—"The Sublimity of Labor," Herman Beyer.

ESSAY—"An Evening Experience of a Fan,"

Miss Anna H. Osborne.

ESSAY—"Ehrlich währt am Längsten," Jos. A. Bataille.

Graduate of Commercial Department.

RECITATION—"The Famine," - - Miss Emma C. Feick.

MUSIC—Selection, "Beggar Student," *Mendelssohn*, - - Orchestra.

ORATION—"The Suppression of the Independence of
Thought." - - - Charles Piez.

ESSAY—"Tennyson's Women Characters,"

Miss Adeline C. Martin.

MUSIC—Waltz, "Palm of Flowers," *Waltz*, - - - Orchestra.

ESSAY—"Man's Mental Development,"

Miss Caroline H. Larter.

ORATION—"Justice and its Administration,"

Alfred Wiener.

MUSIC—"Jig Medley," *Braham*, - - - Orchestra.

DIPLOMAS AND PRIZES.

PRESENTATION OF CLASS FOR GRADUATION BY E. O. HOVEY
PRINCIPAL OF THE HIGH SCHOOL.

AWARDING OF DIPLOMAS BY EDWARD GOELLER, PRESIDENT
OF BOARD OF EDUCATION.

PRESENTATION OF PRIZES BY JAMES L. HAYS, CHAIRMAN
OF HIGH SCHOOL COMMITTEE.

Edward Goeller Prize—*For the highest per cent. in Scholarship and Department of the Class in German during the year*
—Henry W. Heller, Jr.

Gift of the Gentlemen of the Class of Seventy-nine—*For the highest per cent. in Scholarship, Department and Attendance of the graduates of the Commercial Department*—
Joseph Bataille.

Gift of the Society of Seven-Seven—*For the best Declamation (June 6, 1884)*—1st, Charles Piez; 2d, Jesse W. Hedden

Gift of the Alumni—*For the best Recitation by the Ladies (June 6, 1884)*—1st, Carrie Larter; 2d, Emma C. Feick.

Gift of the Alumni—*For the best Oration*—Herman Beyer.

J. L. Johnson Medal—*For the highest per cent. in Mathematics during the year*—Charles Piez.

George B. Swain Medal—*For the highest per cent. in Scholarship of the entire Class, as shown by the final examination*—
Minnie Vosburgh.

Tichenor Medal—*For the best Rhetorical work during the year by the young ladies*—A. C. Martin.

Abbie A. E. Taylor Medal—*For the best Final Essay by the young ladies*—Adeline C. Martin.

Hovey Medal—*For the highest per cent. in Scholarship, Department and Attendance of the entire class during the year*—Ida Bowers

GRADUATES OF 1884.

GENTLEMEN.

Herman Beyer,	Charles Piez,
Rudolph B. Bloemcke,	Herbert W. Van Houten,
William A. Brown,	Alfred Wiener,
Jesse W. Hedden,	William Wiener,
Emanuel Isenburg,	George F. Warren, Jr.

LADIES.

Estelle H. Batcheller,	L. Belle Ludlow,
Eliza J. Blake,	Laura L. Mahannah,
Ida Bowers,	Adeline C. Martin,
Cornelia S. Coe,	May A. Martin,
Anna C. Conn,	Julia A. Mason,
Laura Cook,	Joanna M. McClure,
M. Alice Dod,	Caroline D. Miller,
Minnie I. Drew,	Grace D. Miller,
Alice H. Dunn,	Elizabeth H. Moore,
Mildred May Ely,	Emma C. Mulford,
Emma C. Feick,	Eliza J. Myrick,
Julia K. Fowler,	Anna H. Osborne,
Kate C. Gaston,	Ella L. Osborne,
Elizabeth S. Getchius,	Mary H. Price,
Emma B. Hartshorn,	Ella A. Reeve,
Mary G. Haskell,	Anna M. Satchwell,
Emma L. Healy,	Minnie Vosburg,
Ida M. Jackson,	Emma C. Valentine,
K. Belle Langstroth,	Bessie G. Wertz,
Caroline H. Larter,	Amelia R. Young.

COMMERCIAL DEPARTMENT.

Joseph Bataille,	William J. Hegeman, Jr.
Charles H. Beyer,	Henry W. Heller, Jr.
Frederick W. Callaway,	Charles Kinsey,

Albert E. Canfield,
 Henry G. Cashion,
 Frederick Dreyfus,
 Jonas Feist,
 James E. Finnegan,
 Charles A. Friedenberg,
 Willard L. Hayward,

David M. Krick,
 Frank A. Lynch,
 James Murdoch, Jr.,
 Henry M. Radcliffe,
 Emanuel Schloss,
 Clarence E. Smith,
 George L. Staats.

In presenting the class to the President of the Board, Dr. Hovey, Principal of the School, made the following remarks :

MR. PRESIDENT—I have the pleasure of presenting to you this evening ten young gentlemen and forty young ladies of the regular course and twenty young gentlemen of the commercial course, who have pursued the studies laid down by your Board, and have passed a satisfactory examination in the same; and now, as they stand on the threshold of active outside work, await from you words of cheer and words of advice and their diplomas. It may interest you to know that several of this class have successfully passed their examinations for admission to Columbia College, and several young ladies are ready for the same examination.

I may be permitted to add that, while our pupils all along the line have done better work than usual, our commercial department has done especially fine work, which is very largely due to the wisdom of your Board in giving increased and ample accommodations. At the risk of being lengthy I must state one more fact: There is one member of this class, Miss Ella Reeve, who has been a pupil in your primary, grammar and High School for nine years without having been for a single time either absent or tardy.

Turning to the class, he addressed them as follows:

Young ladies and young gentlemen: No more shall you listen to the roll call of the class of '84. With us your course is finished. To-night you drop the school girl and school boy and step out into broader fields of activity. Thus far you have had a friend to guide you and classmates to keep you company. Now you must fight your battles for yourselves; but with the same perseverance and attention to work that you have shown during your stay with us, and with a firm reliance on Him who cares for all His children, you shall succeed.

Go forth to your work and to your mission, and whether your voices shall resound in legislative halls or on the judge's bench, or in the quiet walks of home, may they ever be pleasant, cheerful voices, carrying comfort to those that need your sympathy and aid.

As you are about to leave us, I would add one injunction--would say one word that may be of profit to you. Set a high price upon your leisure moments. They are sands of precious gold; well employed they will bring great returns.

On the surface of the waters
Gleams the foam as white as snow,
Idly tossing, useless, worthless,
But the pearls are far below.

Now, good-bye, and may prosperity attend you ever.

Mr. Edward Goeller, President of the Board of Education, in a terse and very appropriate address, received the class, and after addressing the audience at some length, conferred the diplomas of graduation.

NORMAL SCHOOL.

This institution has, from time to time, received a somewhat liberal discussion in the Superintendent's Annual Reports, and therefore it would seem unnecessary at this time to give much time or space to its consideration. Yet, when I reflect for a moment that every year in its progress brings its lessons, its suggestions, its improvements and its cumulative experience, I feel there are some things I want to say though others may deem them unnecessary or perhaps worthless.

The first and most important lesson that the passing years have brought to me is the conviction that our present Normal School facilities and opportunities are too limited to properly meet the growing demands of this rapidly increasing city. The accommodations, as to room for the theoretical and practical or training departments of the institution are entirely inadequate. I need not tell this Board that the work in this school should be, both in its academic and professional lines, of a high grade. To attain this standard requires adequate appliances and opportunities. These our present building and surroundings do not sufficiently give.

The State is spending hundreds of thousands of dollars for the public schools. The one great aim is to educate the people to become good citizens. The ability of these public schools to do this work depends almost entirely upon the teachers. The efficiency of these teachers depends upon their fitness for their profession, which, in turn, depends upon their natural qualifications, their academic and professional training and the amount and kind of experience they may have. Thus we are

led to the inevitable conclusion that the teacher is an all-important factor in training the young for citizenship and the duties of life.

Dr. E. C. Hewitt says: "The proper work of a Normal School must insist upon such a regard for the elements of instruction, such a patient and continued labor in the fundamentals, as no school dependent upon popular patronage can afford to insist upon, at least in the present state of opinion on this subject. The school that makes a great show in the *ologies*, the *osophies*, and the *aneries*, is the one to which the dollars of the multitude are likely to flow in the fullest current; but it need not be said in this presence that a top-heavy school of this kind is not the one best fitted to prepare our teachers."

Only a school sound in its organization, strong in its means and methods and efficient in its professional work can do the work that now needs to be done. Just in the ratio that teachers are prepared for their full work, in that same ratio is the money invested secured. Only for this purpose are normal schools established.

Dr. Hewitt has so clearly and fully stated the proper work of the Normal School that I venture to give some of his statements:

1. "They should make their pupils acquainted with human nature, in its capacities, tendencies, wants and limitations, especially as these appear in the life of the child."

2. "The subject matter of instruction should receive attention to any extent that may be necessary."

3. "The study of method and modes should make up an important part of the work of these schools."

4. "While it would be foolish to attempt uniformity in detail, it is desirable that there be uniformity in

adherence to underlying principles, and that a body of educational doctrine should be formulated and disseminated."

5. "The work, or training, or practice, should have a prominent place in all our Normal Schools."

6. "In addition to what has been said already, every Normal School should awaken in its pupils a genuine enthusiasm respecting the work of teaching, and a true professional feeling, or *esprit de corps*."

The next lesson impressed upon me is, the present course of instruction should be extended as to the range and character of the subjects taught and the time given to it. I am thoroughly convinced that more attention should be given to the professional consideration of the various subjects taught in the Primary and Grammar Schools. The course should cover two years instead of one.

Further, the Normal and Training departments should be placed under one head and furnished with a building of sufficient capacity to enable the school to do all its work in a satisfactory manner.

The recommendation by the Superintendent, found on the preceding pages of this report, of a plan which provides a new house for the High School, and takes the present High School house for the Normal School, makes ample provision for both schools.

I think the school should be recognized by the State. This would enable it to receive pupils from the surrounding counties and grant diplomas good for any part of the State.

Our Normal School, at Trenton, is an excellent institution and is doing a good work, and is at present taxed to its utmost. Still it is unable to supply the

demand in the State for thoroughly trained teachers. It is well known that a large number leave the school every year before completing the course to engage in teaching in the various counties of the State.

There are 3,500 teachers employed in the public schools of the State. We need about 650 additional teachers each year to keep up the supply. Our State School graduates an average of not far from forty pupils. It seems to me that these facts set forth in a very clear light the necessity for more normal school instruction in our State. I desire to say, further, that I cannot refuse to believe that this is not only an excellent but also a favorable opportunity to provide the much needed Normal School privileges for the northern counties of the State. I would urge the Board to take such early steps as it may deem best to bring about the consummation of this measure.

Up to the measure of its opportunities our school has been very successful and its influence has, in a very marked degree, permeated the entire teaching force in all our classes. If, in its limited condition, it has been able to accomplish so much, what may we not expect when it shall be fully organized, developed and equipped.

The following will show the number of graduates for each year since its organization in October, 1879: 1880, 29; 1881, 27; 1882, 28; 1883, 36; 1884, 35. Total, 155.

Fully one hundred and thirty of this number are now teaching with good success. We are frequently called upon to part with some of our best teachers, they being called to neighboring cities or towns with increased compensation. This is an additional argument for

extended Normal accommodations in this section of the State.

The present class numbers 36. These will graduate next June, which will make the total product of the School 191,—not a poor showing for six years' labor.

COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

Wednesday evening, June 25, 1884, the usual crowded audience witnessed the commencement exercises of this school.

ORDER OF EXERCISES.

MUSIC—Overture, "Jubilee," - - - *C. Bach.*
PRAYER.

INTRODUCTORY ESSAY—"Five and Thirty Maidens We."
ELIZA COULT.

RECITATION—"A Ballad of Cassandra Brown,"
EMMA S. CRANE.

TWO PART SONG—"Come When the soft Twilight Falls,"
—*R. Schumann.*
BY THE CLASS.

ESSAY—"The Geographical March of Civilization,"
VIRGINIA G. GREGORY.

TWO PART SONG—"Birdling," - - - *Rubinstein.*
BY THE CLASS.

ESSAY—"Language an Indication of the Mind,"
LILLIE A. HILL.

MUSIC—Waltz. "Wedding Sounds," - *Ph. Fahrbach.*

ESSAY—"Keys of Nature," . - -
MARY E. MACLAY.

TWO PART SONG—"The Trumpets are blowing,"

—*Leopold Damrosch.*

S. EMILY POTTER,

MAY MARTIN,

ELLA S. FINTER,

EDITH BURGYES.

ESSAY—"Drifting,"

LIZZIE D. KINSEY.

MUSIC—Galop, "The Lady Cecil,"

H. F. Wagner.

ESSAY—"A Country Episode,"

S. EMILY POTTER.

TWO PART SONG—"Frühlingslied,"

Edward Lassen.

BY THE CLASS.

ELLA S. FINTER, Accompanist.

PRESENTATION OF CLASS FOR GRADUATION,

By WM. N. BARRINGER, *City Superintendent.*

AWARDING OF DIALOMAS,

By JOHN M. RAND, *Chairman Normal School Committee.*

MUSIC—March, "Heinzelmännchen,"

R. Eilenberg.

CLASS OF '84.

Georgiana Allen,
Arisena Berry,
Annie Josephine Buehler,
Edith Burgyes,
Mary M. Clark,
Gertie Louise Cornwell,
Eliza Coult,
Helen S. Crane,
Emma S. Crane,
Caroline R. Dana,
Lurena Dey,
Lillie E. Durland,
Esther F. Errickson,

Sarah L. Hallock,
Emma V. Harrington,
Lillie A. Hill,
Mary L. Hilton,
Ella M. Hines,
Pamela Howell,
Laura Jones,
Lizzie D. Kinsey,
Elizabeth D. Klotz,
Mary E. Maclay,
May Martin,
Letticia L. McDowell,
Abbie P. McHugh,

Helen M. Fowler,	S. Emily Potter,
Ella S. Finter,	Cora C. Smith,
Virginia G. Gregory,	Minnie C. Starkweather,
Juliet N. Hall,	Florence Tompkins,
Ella S. Vliet.	

The class was presented by the Superintendent to Dr. J. M. Rand, Chairman of the Committee on Normal School. The Doctor briefly addressed the audience and the class and presented the diplomas.

TRAINING SCHOOL.

All that I have said concerning the character, scope and necessities of the Normal apply equally well to this school, for a training school is a co-ordinate department of every normal institution. It is the crucial test through which the theories and methods inculcated in the normal department must pass. In other words we learn to teach by teaching; we learn to do by doing.

A training school should be full-sized, containing pupils enough to insure a complete organization and a thorough gradation, with room enough to carry forward all the necessary work of such an institution in accordance with the most approved methods.

The condition of the school is excellent as to its attendance, discipline and instruction. The teachers, from the Principal down, are faithful and painstaking in the performance of their very responsible duties. The standard of efficiency and scholarship is kept up on a par with the best primary schools. It is difficult for some of the members of the Board to fully appreciate the responsible and influential character of this school.

I will repeat what I said last year in relation to the selection of teachers for this school. They should be selected with great care. Qualifications as to scholarship, successful experience and great teaching abilities should be rigidly insisted upon in every instance. To do this good salaries must be paid.

The increased advantages derived from the enlargement of the building have been not only appreciated by the patrons of the school, but have been fully utilized by the teachers in the arrangement and instruction of the classes.

EVENING SCHOOLS.

A few years ago I found it necessary to apologize for the existence of these schools. They failed to demonstrate their usefulness, and yet a close examination revealed the fact that a large class of young people engaged in various occupations could receive the elements of an elementary education in no other way. I immediately undertook to ascertain the cause of their poor success. My investigation led me to the conclusion that the cause lay mainly in four directions:

First. The absence of a graded classification.

Second. The unpunctual and irregular attendance of the pupils.

Third. The short time the schools were in session, only twelve weeks.

Fourth. Want of age and experience on the part of many of the teachers.

The Committee on Evening Schools, the Superintendent and the principals, and the class teachers, set themselves to remove these causes of poor success. The result was, that just in the ratio these unfavorable

influences were removed, the schools improved. This progress has continued from year to year, until at the present time our evening schools are hardly second in their importance and influence in our system of public instruction to the day schools. They are now in a very healthy and prosperous condition; well attended, well instructed and in a good state of discipline.

We had five of these schools, besides the Evening Drawing School, located as follows: In Lafayette Street, Newton Street, Webster Street, Morton Street and Central Avenue School buildings. Four of these continued for a term of five months, and one, Newton Street, for a term of four months.

The number of pupils registered for the term ending March 1st, 1884, was 2,281. Of this number 1,745 were males and 536 females.

The enrollment, the average enrollment, average attendance, per cent. of attendance, and the length of the term in each school are shown in the following table:

School.	Enrollm't.	Average Enrollm't.	Average Attend'ce.	Per cent.	Length of Term.
Lafayette Street.....	591	327	241	73.7	5 mos.
Newton Street.....	281	177	139	78.5	4 mos.
Webster Street.....	380	218	180	82.5	5 mos.
Morton Street.....	619	387	278	71.8	5 mos.
Central Avenue.....	410	248	198	80.7	5 mos.

The average nightly attendance in each school for each month is shown in the following table:

	Oct.	Nov.	Dec.	Jan.	Feb.	Aver'ge.
Lafayette Street.....	404	300	205	161	137	242
Newton Street.....	201	154	114	86	---	139
Webster Street.....	296	210	160	125	108	180
Morton Street.....	421	328	245	201	193	278
Central Avenue.....	268	226	187	160	148	198

The number of teachers employed in the evening schools was 49, of which number 30 were males and 19 females.

The number of pupils expelled is shown in the following table :

Lafayette Street	None reported
Newton " "	" "
Webster " "	1
Morton " "	20
Central Avenue	1
Total	22

The Superintendent made 32 visits to these schools during the term; the number made by the Commissioners was 38. The Committee on Evening Schools made several official visits. The influence of this supervision was decidedly beneficial. I think our evening schools are well worth all they cost.

EVENING DRAWING SCHOOL.

This school continues to do its work with excellent results. The attendance was large and very steady. Its influence upon the mechanical industries of the city is steadily increasing. It is with pride and satisfaction that many workmen in the shops of our city refer to their connection, as pupils, with it. It is certainly a source of pleasure and encouragement to visit the rooms in Library Hall and find a large class of young men acquiring skill in the use of the pencil in the representation of forms and objects.

As was stated last year the school was removed to

Upper Library Hall, October, 1883. At the opening of the classes at the beginning of the present school year in September last, three teachers were employed. This has improved the teaching force very decidedly.

The course is now three years. Those who satisfactorily complete the prescribed course will receive a suitable diploma. The course of instruction will be found in Part III., under head of Manual of Instruction.

The following is the statistical report for the year closing April 1st, 1884:

The number of pupils registered in each class:

Architectural Class.....	29
Free-hand Class I.....	40
“ “ II.....	40
Mechanical “ I.....	56
“ “ II.....	59
Total	224

The average monthly attendance:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Architectural Class.....	26	24	17	17	18	17
Free-hand Class I.....	27	26	28	30	28	24
“ “ II.....	31	35	38	24	28	20
Mechanical “ I.....	45	44	40	39	34	33
“ “ II.....	39	33	31	38	28	26

This school is doing an excellent work for the mechanical interests of Newark, and should receive the liberal support of the Board. Further and important improvements will be made at the beginning of the next year.

DRAWING.

The examinations in drawing show a commendable progress in this branch of our school work. The class teachers are becoming more familiar with the details of the work; the classes are much better graded and the interest in the work on the part of both the teacher and the pupil is steadily increasing. The influence of this study in training the hand, the eye and the judgment of the pupil is now fully recognized and appreciated by most educators. It is now generally admitted that drawing is an indispensable element in the public school course of instruction.

The State Superintendent asked for specimens of work done in drawing in the various grades of the schools, for the New Orleans Exposition. Work from every school in the city was sent, and in a special letter to me the Superintendent spoke of it in the highest terms of commendation.

All the classes in drawing were examined in February and in May. The results were very satisfactory.

The elements of mechanical drawing or construction are now taught in the first and second grades in the grammar departments. This necessitates the use, by the pupils, of the instruments, the rule and the compass. The success of these grades in the use of these has been decided. This work lays a good foundation for the Evening Drawing School and the Technical School, which are now open for the instruction and improvement of the mechanics of our city.

PHYSIOLOGY.

I discussed this subject quite at length last year and shall only allude to it now. The subject has been taught with fair success in all the classes during the past year. Of course, the progress has not been equally great in all the classes. The reasons for this are many and need not be enumerated here. The principal reason is the subject is a new one and the teachers have had but a limited experience in handling it. Some of the teachers are quick and enthusiastic in their methods and work. Their success, of course, is all we can desire. Enough has been done to assure us that the subject can be successfully taught in all the grades.

Several of the Principals, in connection with the Superintendent, are giving special attention to the course of lessons adopted last year for this subject, with particular reference to such revision and adjustment as may be found best adapted to the progress and gradation of the schools.

The Superintendent is fully satisfied that no subject in the school course can do more for the substantial interest of the schools and the community than physiology, when properly taught.

The course, outlined, will be found in Part III, under the head of Manual of Instruction.

LIBRARIES.

The influence of the library, when wisely used, upon the school work and the home reading of the pupil can hardly be overestimated. I know of no more effectual means of preventing young people from becoming

poisoned by the reading of vicious books than to place within their easy reach, under the wise discrimination and direction of careful teachers, good books, well selected and adapted to the age and capacity of the reader. Neither do I know of any way in which this can be better done than through the agency of the school library. It is well known to most of us that the library, in connection with well arranged sets of books for supplementary reading, is becoming a strong factor in developing and cultivating the literary tastes and tendencies of our pupils. Another and valuable use that can be and is made of the library is for reference purposes. This important feature in our school training has been, in the past, almost entirely ignored. Its great value is coming to be better understood by the thoughtful and progressive teacher. I expect soon to find the library an indispensable instrumentality in our school work.

Twenty-six of our schools are now supplied with libraries ranging from twenty-five to six hundred volumes. The aggregate number of books in these libraries is about five thousand five hundred. I can say the books are well selected, well distributed in the schools and kept in good condition.

The suggestion I made in my last report in reference to the distribution of books more generally among the classes, was favorably received, and is being acted upon by several of the principals. In these schools a new interest has been awakened, which must be productive of good.

The amount received from the State, including seven drafts now in the hands of the State Superintendent, aggregating \$90, is \$810. The amount raised in the

schools and by contributions is considerably more than \$810, making a total sum of \$1,620. This money has all been expended for library books. Congressman Fiedler has sent to some of the schools, for use in the library, a large number of valuable books and documents, for which he will please accept the thanks of the Board.

THE NEW ORLEANS EXPOSITION.

By request of State Superintendent Appgar the schools furnished some work from the various grades and classes for the International Exposition at New Orleans. Instead of preparing special samples for exhibition I directed the principals to select from the regular term examination work in each grade several specimens in the different subjects taught in the classes. This was done in all the subjects except drawing. There being no regular examination in this branch at this time the drawing teacher, Miss Fawcett, had the pupils prepare some work illustrating the principles taught and the progress of the schools. The map-drawing was very commendable. Some of the miscellaneous work in this line was very fine, showing not only good knowledge of the subject, but also great skill and ingenuity.

The work from the High School was specially full and commendable.

The work was all sent to the office of the City Superintendent carefully packed, and forwarded to the State Superintendent at Trenton. The principals and teachers are deserving of much credit for the prompt and efficient manner in which they carried out the instructions and wishes of the Superintendent.

State Superintendent Appgar acknowledged the receipt of Newark's contribution to the Exposition in a letter of commendation.

CONCLUSION.

The year just closed has been, in all respects, one of the most active in the history of the schools of our city. Four large and commodious school buildings were completed, and at the beginning of the present school year were occupied. All the Committees of the Board have been active and efficient in the performance of duty.

The teachers throughout all the schools have, with very few exceptions, been faithful and successful in their work, and I desire to extend to them many thanks for their continued co-operation with me in advancing the best interests of the schools.

To the Board I desire to express my appreciation of and thanks for the uniform support always accorded to me.

Respectfully submitted,

WM. N. BARRINGER,

City Superintendent of Public Schools.

NEWARK, N. J., January 30th, 1885.

PART III.

APPENDIX.

SCHOOL DIRECTORY.

BUILDINGS.

HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened, January 7th, 1855.

Enlarged, 1883.

Class-Rooms, Fifteen.

BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class-Rooms, Fourteen.

STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class-Rooms, Ten.

MARKET STREET.

Location, Market street, near the Court House.
 Erected, 1847.
 Opened, January 2, 1848.
 Enlarged, 1883.
 Class-Rooms, Eight.

WASHINGTON STREET.

Location, Washington street, near Kinney's.
 Erected, 1868.
 Opened, September 3d, 1868.
 Class-Rooms, Fifteen.

MARSHALL STREET.

Location, Marshall street, corner Coe's Place.
 Rented.
 Opened, October 23d, 1882.
 Class-Rooms, Five.

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.
 Erected, 1872-73.
 Opened, September 1st, 1873.
 Class-Rooms, Twelve.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.
 Erected, 1846-47.
 Opened, September, 1880.
 Class-Rooms, Five.

COLORED.

Location, Rear of Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class-Rooms, Four.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27, 1849.

Enlarged, 1863; 1870-71; 1881; 1884.

Class-Rooms, Fifteen.

NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class-Rooms, Seventeen.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class-Rooms, Twelve.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879.

Class-Rooms, Eight.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, as a Grammar School, 1849.

Opened, as a Primary School, September 1st, 1873.

Class-Rooms, Six.

SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-84.

Opened, September 5th, 1884.

Class-Rooms, Twelve.

SUMMER AVENUE ANNEX.

Location, Summer avenue, corner Kearney street.

Rented.

Opened, November 19th, 1877.

Class-Rooms, Two.

WEBSTER STREET.

Location, Webster street, corner Crane.

Erected, 1855-56.

Opened, April 20th, 1857.

Class-Rooms, Twelve.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected, by Woodside Township.

[Woodside annexed, April 5, 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Class-Rooms, Four.

CHESTNUT STREET.

Location. Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class-Rooms, Sixteen.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Class-Rooms, Fourteen.

SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September 5th, 1884.

Class-Rooms, Ten.

WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class-Rooms, Eight.

HOUSTON STREET.

Location, Houston street, near New York avenue.
 Erected, 1879 (on leased ground).
 Opened, September, 1879.
 Class-Rooms, Two.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.
 Erected, 1872-73.
 Opened, September 1st, 1873.
 Class-Rooms, Twelve.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.
 Erected, 1883-84.
 Opened, April 16th, 1884.
 Class-Rooms, Six.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.
 Erected, 1860, on Roseville avenue site.
 Removed, 1874, to its present location.
 Opened, September 6th, 1874.
 Class-Rooms, Three.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.
 Erected, 1855-56.
 Opened, May 4th, 1857.
 Class-Rooms, Twelve.

SOUTH MARKET STREET ANNEX

Location, South Market street, corner Fillmore.

Rented.

Opened, April 7th, 1884.

Class-Room, One.

HAMBURG PLACE.

Location, Hamburg place, near Ferry street.

Erected, 1881-82.

Opened, April 10th, 1882.

Class-Rooms, Eight.

MORTON STREET.

Location, Morton street, corner Broome.

Erected, 1851.

Opened, November 24th, 1851.

Enlarged, 1861; 1869; 1881.

Class-Rooms, Nineteen.

EIGHTEENTH AVENUE.

Location, Eighteenth avenue, cor. Livingston street.

Erected, 1871.

Opened, September, 1871.

Class-Rooms, Seventeen.

EIGHTEENTH AVENUE ANNEX.

Location, Eighteenth avenue, cor. Livingston street.

Rented.

Opened, October 1st, 1883.

Class-Rooms, Two.

MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Class-Rooms, Eight.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Class-Rooms, Fourteen.

LOCK STREET.

Location, Lock street, bet. Central and Sussex aves.

Erected, 1866-67.

Opened, April, 1867.

Class-Rooms, Four.

INDUSTRIAL SCHOOLS.

JAMES STREET.

Location, No. 8 James street.

Class-Rooms, Three.

CLOVER STREET.

Location, Clover street, near Merchant.

Class-Rooms, Two.

These buildings are owned by corporations, from whom the Board rents school rooms.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Adams, Alvia C.	South 8th St. G.	Assistant	147 Third street.
Adams, Myra W.	Webster St. P.	"	204½ Garside street.
Allen, Ardelia H.	High	2d Ass't.	28 Centre street.
Allen, Claribel	Summer Ave. P.	H'd Ass't.	65 Ogden street.
Allen, Jane E.	Washing'n St. G.	Assistant	39 Franklin street.
Alyea, Cornelia L.	Lawrence St. P.	"	34 Nelson place.
Anthony, Lizzie.	Wickliffe St. P.	"	7 Burnet street.
Antz, Natalie.	High	Special	56 Taylor street.
Aschenbach, Fanny	Camden St. P.	Assistant	313 South Orange av.
Aschenbach, M. Amelia.	Camden St. P.	"	313 South Orange av.
Aschenbach, Mary C.	South 10th St. P.	"	S. Or'ge av. n. Munn.
Avery, Sarah A.	Central Ave. P.	"	122 Halsey street.
Baldwin, Anna A.	Newton St. G.	"	27 Bathgate place.
Baldwin, Emma F.	Hamburg Pl. P.	H'd Ass't.	23 Warwick street.
Baldwin, Lucasta C.	North 7th St. P.	Assistant	37 Myrtle avenue.
Baldwin, Mary A.	Summer Av. An'x	"	37 Fulton street.
Baldwin, Mrs. Mary E. M.	Summer Av. G.	"	14½ Rowland street.
Baldwin, M. Lilian	Chestnut St. P.	"	71 Pennsylvania ave.
Baird, Margaret.	18th Ave. Inter.	"	102 Sherman avenue.
Balevre, Catherine A.	Morton St. P.	"	100 Orchard street.
Ball, Harriet E.	18th Avenue P.	"	265 South Sixth st.
Baxter, James M.	Colored	Principal	199 Washington st.
Beam, Sarah E.	Oliver Street G.	1st Ass't.	23 Warwick street.
Beardsley, Emma E.	Chestnut St. G.	Assistant	40 Spruce street.
Bedell, Mary E.	South Street P.	"	423 Plane street.
Belcher, Elizabeth H.	Commerce St. P.	V. Prin'pal	Irvington, N. J.
Belcher, Kate H.	Lawrence St. P.	"	Irvington, N. J.
Bennett, Laura J.	Newton Street G.	Assistant	20 Gold street.
Benson, Carrie W.	So. Market St. G.	"	117 Elm street.
Bingham, Lizzie M.	Wickliffe St. P.	"	263 Academy street.
Bird, Mary R.	Lafayette St. P.	"	113 Bruen street.
Bogan, Margaret A.	Hamburg Pl. P.	"	69 Prospect street.
Boughner, Emily	So. Market St. P.	"	287 Walnut street.
Bowers, Sarah E.	Burnet Street P.	"	46 Orange street.
Brackin, M. Fanny	Webster St. P.	"	22 Mt. Prospect ave.
Brant, Elizabeth V.	Morton Street G.	"	124 Wickliffe street.
Branum, Sarah N.	Chestnut St. G.	1st Ass't.	26 Chestnut street.
Breckenridge, William A.	Burnet Street G.	Principal	577 Broad street.
Brookfield, Eliza A.	State Street P.	"	100 Central avenue.
Brookheid, Sarah A. B.	State Street P.	Assistant	100 Central avenue.
Brown, Mrs. Harriet A.	Colored	"	70 Warren street.
Buchanan, Fanny L.	Lawrence St. P.	"	37 Centre street.
Buehler, Annie J.	So. Market St. P.	"	81 Oxford street.
Burgyes, Annie S.	South 8th St. P.	"	21 Bathgate place.
Burnett, C. Belle	Lock Street P.	"	47 Hunterdon street.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Barnes, Mary C.	Lafayette St. P.	Assistant	36 Elm street.
Burritt, Eva E.	Elliot Street P.	"	Wat'r W'ks, Bell'ville.
Bush, Ida J.	Lock Street P.	"	161 Garside street.
Buttle, Irene M.	Lafayette St. P.	"	203 Mulberry street.
Camden, Marian D.	Burnet Street P.	V. Prin'pal	236 High street.
Cameron, Emily	Lawrence St. G.	Assistant	155 Fourth Avenue.
Campfield, Emma A.	Lawrence St. G.	"	101 Wright street.
Canders, Martha E.	So. Market St. G.	"	55 Third street.
Canfield, Jennie B.	Central Ave. G.	"	243 Central avenue.
Carter, S. Fanny	Miller Street P.	Principal	22 Webster street.
Cation, Lizzie	Morton Street P.	Assistant	54 Orchard street.
Chase, Eva	Lafayette St. G.	V. Prin'pal	1 Sherman avenue.
Chedister, Louise	Morton Street G.	Assistant	94 Court street.
Clark, Joseph	Lafayette St. G.	Principal	48 East Kinney st.
Clark, Laura A.	18th Av. Ann'x P.	Assistant	73 Brunswick street.
Clarke, Agnes B.	Hamburg Pl. P.	"	181 Walnut street.
Clarke, Hattie J.	Oliver Street G.	"	181 Walnut street.
Coe, Jessie L.	Webster St. P.	"	74 State street.
Coe, Susie Haines	Morton Street P.	"	105 Court street.
Coffin, Isabel A.	Lawrence St. G.	"	242 1/2 Bridge street.
Coleman, Mary A.	Marshall St. P.	"	64 Fair street.
Collard, Thomas T.	Market Street P.	Principal	23 Court street.
Conover, Margaret D.	Lawrence St. P.	Assistant	45 Division place.
Conover, Susie B.	State Street P.	"	45 Division place.
Cornwell, Alice R.	Commerce St. P.	"	24 Stirling street.
Cornwell, G. Louise	Marshall St. P.	"	24 Stirling street.
Cory, Mrs. Catherine B.	James St. Indus.	Principal	51 Bleecker street.
Cottrell, Katharine	Burnet Street P.	Assistant	48 Clay street.
Cramer, Annie M.	Newton Street P.	H'd Ass't	163 Fairmount ave.
Crape, B. Flora, M. Ph.	High	1st Ass't	148 Washington st.
Crane, Helen S.	Washington St. P.	Assistant	95 West Kinney st.
Crater, Mrs. Georgia B.	Marshall St. P.	V. Prin'pal	17 Court street.
Crosby, Esther J.	Burnet Street G.	"	35 Burnet street.
Curtis, Annie E.	Webster St. Int.	"	Brick Church, Orange
Dana, Caroline R.	Morton Street P.	Assistant	13 Baldwin street.
Davidson, H. Adelaide	Hamburg Pl. P.	"	85 Nesbitt street.
Dawson, H. T., A. M., Ph. D.	High	1st Ass't	16 Rowland street.
Day, Annie C.	Washington St. P.	Assistant	28 Parkhurst street.
Day, Margaret A.	Washington St. G.	"	28 Parkhurst street.
Day, Stephen S.	Newton Street G.	Principal	215 South Sixth st.
Dean, Charlotte W.	Central Ave. P.	Assistant	39 Wilsey street.
Dean, G. Julia	Morton Street G.	1st Ass't	39 Wilsey street.
Dean, M. Ida	Central Ave. G.	Assistant	39 Wilsey street.
DeCamp, Emma L.	Clover St. Indus.	Principal	118 Wickliffe street.
Delano, Jennie F.	Chestnut St. G.	Assistant	80 Thomas street.
Delano, Laura C.	Walnut Street P.	"	58 New street.
Dettmer, Juliet	Sum'r Av. Annex	"	16 Seventh avenue.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Dey, Lurena.....	Newton Street P.	Assistant	206 First street.
Dingwell, Lizzie B.....	Camden Street P.	"	92 Green street.
Donnelly, Anna T.....	Central Ave. P.	"	205 North Fourth st.
Donnelly, Mary M.....	State Street P.	"	205 North Fourth
Doremus, Jessie K.....	Washington St. G.	"	265 Belleville ave
Dougali, Elizabeth W.....	Summer Ave. G.	1st Ass't	369 Bank street.
Dougall, Mary A.....	South 8th St. G.	V. Prin'pal	360 Bank street.
Dougall, Wm. A., A. B.....	South 10th St. P.	Principal	360 Bank street.
Dougherty, Henry J.....	Walnut Street P.	Principal	18 Lafayette street.
Drake, Belle.....	South 10th St. P.	Assistant	20 Centre street.
Dunbreck, Isabel.....	Washington St. P.	"	37 Burnet street.
Duncan, Lucy G.....	Newton Street P.	"	19 Pacific street.
Dunnell, Anna C.....	South 8th St. P.	V. Prin'pal	307 Washing. st.
Dusand, S. Eveline.....	18th Avenue P.	Assistant	424 Washington st.
Durland, Lillie E.....	Roseville Ave. P.	"	39 Gray street.
Dusenberry, Emily T.....	18th Avenue P.	"	132 Wickliffe street.
Ellyn, Lizzie.....	Lafayette St. G.	"	148 Washington st.
Elston, M. Ella.....	Central Ave. P.	"	23 Milton street.
Enders, J. Virginia.....	Camden St. P.	"	141 Bank street.
Erickson, Esther F.....	18th Avenue P.	"	126 Clinton avenue.
Fawcett, Sara A.....	Special	D'w'g Te'r	39 Lombardy place.
Finter, Emma.....	Oliver Street G.	Assistant	108 Congress street.
Fletcher, Alice M.....	Central Ave. P.	V. Prin'pal	183 Fairmount ave.
Force, Annie M.....	Washington St. G.	Assistant	139 1/2 Washington st.
Forster, Millie A.....	High	2d Assis'n't	1001 Broad street.
Fort, Fred. W., A. M.....	Hamburg Pl. P.	Principal	148 Elm street.
Fowler, Helen M.....	Central Ave. P.	Assistant	629 Broad street.
Foxcroft, Jennie I.....	State Street P.	"	21 Halsey street.
Freer, Lucy M.....	High	3d Assis'n't	50 Broad street.
Garrabrant, Anna L.....	Webster St. Int.	Assistant	1 Garr'b't pl., Br'ge st
Gegenheimer, Ella R.....	Newton Street P.	"	279 Broome street.
Gemar, Jennie A.....	Hamburg Pl. P.	"	East Orange.
Gensung, Charlotte A.....	Market Street P.	V. Prin'pal	120 Central avenue.
Geraghty, Linda M.....	Morton Street G.	Assistant	114 New street.
Giblin, William M., A. M.....	Lawrence St. G.	Principal	195 South Sixth street
Giffin, Marcella V.....	Market Street P.	Assistant	311 Washington st.
Gillett, Mrs. M. Augusta.....	Lock Street P.	V. Prin'pal	21 Action street.
Gleason, C. H.....	Summer Ave. G.	Principal	112 Stone street.
Glorieux, Louise H.....	Morton Street P.	Assistant	98 West Keaney st.
Glover, Flora I.....	So. Market St. G.	"	223 Lafayette street.
Gore, Belle M.....	Summer Av. G.	"	110 Third avenue.
Gould, Frances V.....	South 8th St. P.	"	24 Gould avenue.
Gould, Sarah M.....	Webster St. Int.	"	120 Garside street.
Green, Agnes Bell.....	Chestnut St. G.	"	48 Camp street.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Greene, Clara Woodward.	High.	V. Prin'pal	Madison, N. J.
Gregory, Benjamin C.	Washington St. G.	Principal	577 Broad street.
Gregory, Virginia G.	Camden St. P.	Assistant	40 North Eleventh st.
Over, Isabella G.	Washington St. P.	"	97 Court street.
Hall, M. Elizabeth	Lawrence St. G.	1st Ass'tnt.	122 Congress street.
Hallock, Joseph A.	Webster St. Int.	Principal	106 Bloomfield ave.
Hallock, Sarah L.	Webster St. P.	Assistant	106 Bloomfield ave.
Hampson, Ruth L.	Oliver Street P.	"	311 Broomie street.
Hampton, Belle.	Newton Street P.	"	351 Plane street.
Hancock, Phoebe.	Lawrence St. G.	V. Prin'pal	40 Columbia street.
Hand, Lydia W.	Morton Street G.	1st Ass'tnt.	18th st., near 19th av.
Hanford, Juliette K.	Roscville Ave. P.	Assistant	11 North 11th street.
Harring, Frances M.	Summer Ave. P.	"	174 Summer avenue.
Harris, Laura L.	Miller Street P.	"	50 Miller street.
Harrison, Annie E.	Oliver Street P.	V. Prin'pal	33 Nichols street.
Harrison, M. Melissa.	Oliver Street G.	1st Ass'tnt.	350 Halsey street.
Hatcher, Ida M.	Oliver Street G.	Assistant	77 Congress street.
Healy, M. Adelaide.	Oliver Street P.	"	70 Brunswick street.
Heely, Lottie H.	Wickliffe St. P.	"	80 Arlington street.
Hennion, Mary A.	Chestnut St. G.	H'd Ass'tnt.	40 Columbia street.
Hennion, Mary P.	Summer Ave. P.	Assistant	202 Summer avenue.
Henson, Ellen A.	Roseville Ave. P.	"	566 Orange street.
Hill, Laura E.	Camden St. P.	"	58 Howard street.
Hilton, Mary L.	South 10th St. P.	"	12 Holland street.
Hobbis, Emma.	Oliver Street P.	"	210 Elm street.
Holbrook, Caroline A. F.	Commerce St. P.	"	34 Park street.
Holloway, Julia S.	Washington St. P.	"	23 Academy street.
Hollum, Margaret.	Central Ave. G.	"	175 James street.
Hoppaugh, Abbie J.	Walnut Street P.	"	37 Lafayette street.
Hoppaugh, Annie O.	Oliver Street G.	"	37 Lafayette street.
Hopping, Susie C.	Hamburg Pl. P.	"	106 Walnut street.
Hovey, Edmund O. A. M.	High.	Principal	30 Orleans street.
Howard, Anna M.	Newton Street P.	Assistant	23 South Orange ave.
Hutchings, Carrie C.	Walnut Street P.	H'd Ass'tnt.	58 Hamilton street.
Hutchings, Emma L.	Newton Street P.	V. Prin'pal	South Orange, N. J.
Ingalsbe, Caroline A.	18th Avenue P.	Assistant	294 Mulberry street.
Issler, Emma A.	Morton Street P.	H'd Ass'tnt.	124 Wickliffe street.
Jenkinson, Harriet K.	State Street P.	Assistant	24 Baldwin street.
Jennings, Eva A.	Colored	"	25 Seventh avenue.
Johnson, Alice E.	So. Market St. P.	V. Prin'pal	19 Bathgate place.
Johnson, Alice L.	Morton Street P.	Assistant	69 Adams street.
Johnson, Caroline.	18th Avenue P.	"	504 Thirteenth ave.
Johnson, Jane E.	Normal.	Principal	278 Academy street.
Johnson, Mrs. M. Louisa.	James St. Indus.	Assistant	83 So. Thirteenth st.
Jones, Clara F.	18th Avenue P.	"	712 Austin street.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Karser, C. F.	High	2d Assis't	148 Washington st.
Keane, Ednah J.	18th Av. Annex.	Assistant	102 Warren street.
Kelly, Margaret C.	Wickliffe St. P.	H'd Ass't	239 Central avenue.
Kempf, Emily M.	Summer Av. G.	1st "	306 Sixth avenue.
Kennedy, J. Wilmer	South Street P.	Principal	577 Broad street.
Kent, Caroline J.	James St. Indus.	Assistant	102 Ridgewood ave.
Kerns, M. Lizzie	Burnet Street P.	"	21 Halsey street.
Kirkpatrick, Mary D.	South Street P.	"	58 New York avenue.
Kitchell, Agnes	Webster St. P.	"	258 Broad street.
Koch, Elizabeth	Morton Street P.	"	138 Monmouth street.
Lambson, Belle	Central Ave. G.	"	167 Summit Street.
Lawrence, Mary	Morton Street G.	V. Prin'pal	35 Nichols street.
Lawrence, Minnie J.	Washington St. G.	Assistant	139 Washington st.
Layton, Julia N.	Miller Street P.	"	168 Pennsylvania av.
Leary, Margaret A.	So. Market St. P.	"	105 Commerce street.
Lehman, Minnie	South Street P.	"	211 Thomas street.
Lemon, Elizabeth A.	So. Market St. G.	"	53 Jefferson street.
Lovatt, Harriet A.	South 8th St. G.	"	285 Bank street.
Lutz, M. Anna	South 10th St. P.	"	5 Arch street.
Maclay, Mary E.	S. Mark't St. An'x	"	87 Union street.
Maclure, David	Camden St. P.	Principal	193 South Sixth st.
Martin, Lizzie P.	Walnut Street P.	Assistant	18 Goble street.
Martin, May	Marshall St. P.	"	16 Oak street.
McClure, Rebecca	Newton Street G.	"	117 Wickliffe street.
McDowell, Letticia L.	Camden St. P.	"	31 Boston street.
McLeod, Eunice A.	Elliot Street P.	Principal	381 1/2 Green street.
McNeill, Mary A.	North 7th St. P.	Assistant	17 South Twelfth st.
Merry, Grace	Lafayette St. P.	"	7 Centre street.
Merry, Julia	High	3d Ass't	7 Centre street.
Merry, Sara E.	Burnet Street P.	Assistant	7 Centre street.
Mershon, Mary A.	Wickliffe St. P.	Principal	263 Academy street.
Merwin, A. Baxter, A. M.	High	1st Ass't	160 Summer avenue.
Mikels, Jessie B.	Webster St. Int.	Assistant	112 1/2 Summer ave.
Millen, Emma	South 8th St. P.	"	99 Congress street.
Miller, Adelaide D.	Central Av. G.	"	137 Bank street.
Miller, Annie M.	Chestnut St. P.	V. Prin'pal	49 New street.
Miller, Mary F.	Morton Street P.	V. Prin'pal	157 Bank street.
Miller, Martin M.	Walnut Street P.	Assistant	30 Elm street.
Miller, M. Ella	Newton Street P.	"	58 South Orange ave.
Milligan, Irene S.	So. Market St. P.	"	178 Ferry street.
Mills, Lydia A.	Lafayette St. G.	"	218 Walnut street.
Moore, Elizabeth	18th Avenue P.	"	58 Wright street.
Moore, Elizabeth A.	South Street P.	"	125 Pennington st.
Moore, Hannah	South Street P.	H'd Ass't	118 Miller street.
Moore, M. Alice	Miller Street P.	Assistant	121 Wright street.
Moore, Harriet M.	Burnet Street G.	"	193 Broad street.
Moorhouse, Mary J.	Lafayette St. G.	H'd Ass't	19 Hill street.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Morehouse, Carrie E.	Miller Street P.	Assistant	70 Murray street.
Morgan, Emma	Newton St. P.	"	18 Mercer street.
Morgan, Maria E.	Central Ave. G.	V. Princip'l	122 North Sixth st.
Morris, M. Jennie	18th Ave. P.	H'd Ass't	132 Pennsylvania ave.
Mullison, Harriet W.	Clover St. Ind.	Assistant	104 Court street.
Mundy, Louisa M.	Chestnut St. G.	V. Princip'l	54 Howard street.
Murphy, Eliza	Summer Ave. G.	"	13 Taylor street.
Meyer, Eva	State St. P.	H'd Ass't	8 State street.
O'Rourke, Mary A.	Hamburg Pl. P.	Assistant	98 Washington street.
Ortland, Emma E.	18th Ave. P.	"	43 West street.
Parker, Isabel A.	State St. P.	Assistant	21 Halsey street.
Parker, Mary M.	South St. P.	"	23 Franklin street.
Peck, Adelaide	18th Ave. P.	"	122 Brunswick street.
Peer, E. Jane	18th Ave. P.	"	127 Arlington street.
Pierson, Eliza H.	Lawrence St. G.	"	19 Hill street.
Potter, S. Emily	Marshall St. P.	"	17 West Park street.
Price, Kate E.	Burnet St. G.	"	303 Belleville avenue.
Price, M. Henrietta	Oliver St. G.	"	27 Pacific street.
Queman, Sarah E.	Commerce St. P.	Assistant	130 Jefferson street.
Quinlan, Jas. M., A. M.	High	1st Ass't	23 Bathgate place.
Quinlan, Margaret G., A. B.	S. 8th St. P.	Assistant	23 Bathgate place.
Randall, G. Adelaide	South St. P.	Assistant	199 Walnut street.
Ranke, Ida M.	Lock St. P.	"	96 High street.
Rarick, Isadora B.	Chestnut St. P.	"	43 Nassau street.
Rasch, Margaret A.	18th Ave. P.	"	167 Boyd street.
Redman, Ida L.	Central Ave. P.	"	48 First street.
Reeve, M. Emma	Central Ave. G.	"	11 Linden street.
Reeve, Sarah J.	Burnet St. G.	1st Ass't	138 Garside street.
Reeve, Virginia R.	Burnet St. G.	1st Ass't	89 New street.
Remick, Lydia F.	High	H'd Ass't	14 Taylor street.
Richards, Lucy A.	Elliot St. P.	Assistant	21 Taylor street.
Richards, Mary H.	High	3d Ass't	21 Taylor street.
Richardson, Marion	Chestnut St. P.	Assistant	61 Miller street.
Richter, Marietta	S. Market St. G.	"	208 Walnut street.
Riker, Grace H.	S. 10th St. P.	H'd Ass't	18 Pennington street.
Riker, M. Alice	Newton St. G.	Assistant	18 Pennington street.
Riley, Margaret R.	Houston St. P.	"	100 Pacific street.
Roche, Kate	Oliver St. P.	"	39 Chestnut street.
Rodgers, Annie L.	Oliver St. P.	"	418 Washington st.
Rosser, Antonia V.	S. Market St. P.	"	63 Bank street.
Romaine, Mary E.	Miller St. P.	H'd Ass't	10 Orchard street.
Ryer, Gertrude E.	S. 8th St. G.	1st Ass't	181 First street.
Ryerson, Laura F.	S. 8th St. G.	Assistant	14 John street.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Sandy, Wm. C.	High	1st Ass't.	38 Halsey street.
Sanford, Anna M.	Chestnut St. G.	Assistant	29 New street.
Sargeant, Ada E.	Market St. P.	"	138 Summer avenue.
Sayre, Ann E.	Newton St. G.	"	370 Bank street.
Sayre, E. Louise	Newton St. P.	H'd Ass't	38 Wallace place.
Sayre, Laura B.	Camden St. P.	Assistant	69 Sheffield street.
Sayre, Martha J.	Camden St. P.	"	370 Bank street.
Scarlett, Augustus	S. 8th St. G.	Principal	38 South 11th street.
Scarlett, Sarah B.	Roseville Ave. P.	V. Princip'l	38 South 11th street.
Scheerer, A. Kate	Market St. P.	Assistant	20 Linden street.
Schneider, Emma D.	Summer ave. G.	"	33 Clark street.
Schulte, Otto H.	18th Ave. Int.	Principal	284 Market street.
Seyfried, Emma von	Morton St. P.	Assistant	360 High street.
Shepard, Edwin	Oliver St. G.	Principal	77 Court street.
Sickles, Harriette E.	Newton St. G.	Assistant	144 Garside street.
Sipp, Emma F.	Chestnut St. G.	1st Ass't.	27 Orchard street.
Skinner, M. Adaline	S. 10th St. P.	Assistant	16 1/2 Union street.
Sloan, Sarah J.	Webster St. P.	V. Princip'l	26 Belleville avenue.
Smalley, Flora E.	Wickliffe St. P.	Assistant	279 Norfolk street.
Smith, Mrs. C. L. D.	18th Ave. Int.	V. Princip'l	177 Quitman street.
Smith, Cora C.	Chestnut St. P.	Assistant	104 Thomas street.
Smith, Emma J.	Washington St. P.	V. Princip'l	18 Franklin street.
Smith, Mrs. Fanny W.	Newton St. G.	Assistant	122 Wickliffe street.
Smith, Helen H.	Miller St. P.	"	63 Sherman avenue.
Smith, Ida E.	Morton St. P.	"	Hampden street.
Smith, J. Ward	Morton St. G.	Principal	177 Quitman street.
Smith, Laura E.	State St. P.	Assistant	273 Norfolk street.
Sonn, Geo. C. A. B.	High	1st Ass't.	20 Clark street.
Speer, Matilda J.	18th Ave. Int.	Assistant	45 Astor street.
Spinning, Maria L.	Morton St. G.	1st Ass't.	33 Franklin street.
Starkweather, Minnie C.	18th Ave. P.	Assistant	55 Mulberry street.
Steele, Fannie	Oliver St. G.	1st Ass't.	20 Baldwin street.
Steele, Susie	Oliver St. G.	V. Princip'l	30 Baldwin street.
Stevens, Miriam	Hamburg Pl. P.	Assistant	85 State street.
Stickney, M. Ada	Morton St. P.	"	65 South Orange ave.
Stiles, Belle S.	Lafayette St. P.	"	101 Jefferson street.
Stiles, Dora A.	Lafayette St. P.	V. Princip'l	101 Jefferson street.
Strieby, Mary	Webster St. P.	Assistant	577 Broad street.
Stringer, Elizabeth M.	Washington St. P.	"	25 Parkhurst street.
Sturgis, Emma M.	State St. P.	"	10 Burnet street.
Summers, Jennie	Burnet St. P.	"	37 Webster street.
Sweasy, M. Augusta	Market St. P.	"	122 Wickliffe street.
Taylor, Geo. O. F.	Central Ave. G.	Principal	69 Sherman avenue.
Taylor, Fanny	Burnet St. G.	Assistant	103 New street.
Taylor, Sarah G. A.	S. 8th St. G.	"	355 Washington st.
Thomas, Emily B.	Colored	"	741 Broad street.
Thompson, Elizabeth L.	Lafayette St. G.	"	48 East Kinney st.
Thompson, Hattie	18th Ave. P.	"	102 Pennsylvania ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Thomson, May L.	Commerce St. P.	Assistant	40 Clinton street.
Thomson, Lizzie E.	Lafayette St. G.	"	899 Broad street.
Thompson, Nellie B.	Washington St. G.	"	102 Pennsylvania ave.
Tompkins, Florence.	Webster St. P.	"	37 Lincoln avenue.
Torrey, Francis N.	Chestnut St. G.	Principal	14 Camp street.
Trotter, Helen L.	Chestnut St. G.	Assistant	33 Columbia street.
Tyler, Carrie E.	Summer Ave. P.	"	176 Summer avenue.
Tyler, Mary E.	Lawrence St. P.	"	176 Summer avenue.
Umbach, Minnie L.	Miller St. P.	Assistant	71 Emmet street.
Urick, Wm. P. B.	S. Market St. G.	Principal	244 Lafayette street.
Valentine, Clara.	Miller St. P.	Assistant	44 Tichenor street.
Van Nortwick, Cornelia A.	Chestnut St. G.	"	173 Quitman street.
Vinson, Ida A.	Lafayette St. P.	"	20 Pennington street.
Vliet, Ella L.	S. 10th St. P.	"	837 Broad street.
Vreeland, M. Louise	Market St. P.	Teacher of Methods.	150 Washington st.
Walker, Elizabeth J.	Elliot St. P.	Assistant	40 Franklin street.
Ward, Mary E.	Lawrence St. G.	V. Principal	99 Walnut street.
Ward, M. Gossie.	S. Market St. G.	Assistant	103 Central avenue.
Ward, Sarah J.	Lafayette St. P.	"	13 Bleecker street.
Webner, Amilla.	Roseville Ave. P.	"	73 Fourth street.
White, Fannie M.	Burnet St. G.	"	24 Franklin street.
Whitfield, M. Eliza.	Walnut St. P.	"	106 Pennington st.
Williams, Annie L.	Walnut St. P.	"	82 Elm street.
Williams, Ida L.	Walnut St. P.	"	144 Congress street.
Willis, Mrs. H. M.	Washington St. G.	"	367 Washington st.
Wilk, Mrs. Martha S.	Summer Ave. G.	1st Ass't.	13 Taylor street.
Winans, Isadore M.	High.	2d Ass't.	79 Halsey street.
Wood, Clara A.	Lafayette St. P.	Assistant	38 Grove street.
Wood, Elvie A.	Camden St. P.	"	38 Grove street.
Wood, Josephine H.	S. 10th St. P.	"	24 South 11th street.
Woodward, Emma F.	Morton St. P.	"	79 Court street.
World, Mary	N. 7th St. P.	Principal	1171 Broad street.
Wyckoff, Elizabeth.	S. 8th St. P.	Assistant	27 Clark street.
Young, Margaret.	S. 8th St. G.	"	120 North 7th street.
Young, Mary A.	Wickliffe St. P.	"	295 East Kinney st.

Schedule of Teachers' Salaries.

ADOPTED JULY 25th, 1884. TO TAKE EFFECT SEPTEMBER 1st, 1884.

GRADE.	1st Year.	2d Year.	3d Year.	Maxim'm
NORMAL SCHOOL.				
Principal—Female				\$1,050 00
HIGH SCHOOL.				
Principal—Male				2,100 00
First Assistant—Male	\$1,300 00			1,400 00
Second " "	1,100 00			1,200 00
Assistant Commercial Depart.—Male				1,300 00
Vice-Principal—Female				1,500 00
Head Assistant, " "				1,100 00
First " "	850 00			900 00
Second " "	750 00			800 00
Third " "	650 00			700 00
GRAMMAR SCHOOLS.				
Principal—Male				2,800 00
Vice-Principal—Female	150 00	300 00		850 00
Head Assistant, " "	950 00			700 00
First " "				625 00
Assistant Male Department—Female	500 00	550 00		600 00
Assistant Female " "	450 00	500 00		575 00
Assistant Mixed " "	475 00	525 00		600 00
INTERMEDIATE SCHOOLS.				
Principal—Male				2,500 00
Vice-Principal—Female	650 00	700 00		750 00
Assistant Grammar Grade—Female	Same as	Grammar	Schools.	
Assistant Primary " "	" "	Primary	"	

SCHEDULE OF TEACHERS' SALARIES.—CONTINUED.

GRADE.	1st Year.	2d Year.	3d Year.	Maxim'm
PRIMARY SCHOOLS.				
Principal—Male	\$1,000 00	-----	-----	1,200 00
Principal—Female	800 00	-----	-----	850 00
Vice-Principal—Female	600 00	\$650 00	-----	700 00
Head Assistant, "	-----	-----	-----	600 00
Assistant, "	375 00	450 00	\$500 00	550 00
* Temporary Assistant—Female	3 months	at \$25; 3	at \$30; 4	at \$37 50.
TRAINING SCHOOL.				
Principal—Male	-----	-----	-----	1,600 00
Vice-Principal—Female	600 00	650 00	-----	700 00
Teacher Methods, "	-----	-----	-----	625 00
Assistant, "	500 00	550 00	-----	600 00
INDUSTRIAL SCHOOLS.				
Principal—Male	-----	-----	-----	700 00
Assistant, "	Same as in	Primary	Schools.	
COLORED SCHOOL.				
Principal—Male	1,100 00	-----	-----	1,200 00
Assistant—Female	Same as in	Primary	Schools.	
SPECIAL.				
Drawing Teacher—Female	-----	-----	-----	1,100 00
EVENING SCHOOLS.				
Principal—Male	\$50 per	month.	-----	
Assistants, "	\$30 and	\$35 per	month.	

* Assistants in Primary Schools must serve one year as temporary or probationary teachers. Upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

MANUAL OF INSTRUCTION—PRIMARY DEPARTMENT.

123

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer; Phonetic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly; Numeration, 1st period.		Cards. Series No. 1 with Manual.	Home, Food, Clothing, Shelter, Source of Happiness. School } What can be seen. Animals, domestic; days of the week, months of the year, time on the clock-face.	Writing on slate.
Third.	Third Reader; Phonetic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil. Continue Addition and begin Subtraction; practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication.		Cards. Series No. 2 with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued; form, size, color, illustrated by objects.	Writing on slate; writing name of the pupil.
Second.	Second Reader; spell all the words; Phonetic exercises and spelling.	Continue drill on Multiplication table; exercises in Addition, Subtraction, Multiplication and Division. Continue exercise in fractional parts of numbers.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing on slate; writing names and statements.
First.	Second and Third Readers; Phonetic spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Gay's Elementary Geography —to p. 39.	Drawing Books, 3 and 4. Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	No. 3 Writing Book.

ORAL MORAL INSTRUCTION shall be given in all the classes on the topics assigned in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION. Habits of order; behavior; duties to parents, teachers, schoolmates, the helpless and needy; neatness; self-control.

MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	ORTHOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.
Fourth.	Third Reader: Spelling; Supplementary Reading.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight, and English Money.	Guyot's Elementary completed.	Elementary lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 P. D. & S. Nos. 3 and 4 Graphic.
Third.	Complete Third Reader: Spelling; Supplementary Reading.	Compound Numbers and through Division of Fractions.	Guyot's Intermediate to Europe.	Graded lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 P. D. & S. Nos. 4 and 5 Graphic.
Second.	Fourth Reader: Spelling; Supplementary Reading.	From Subtraction of Fractions to Profit and Loss.	Guyot's Intermediate completed.	Graded lessons in English; exercises in Composition.	To events of 1777.	Nos. 5 and 6 P. D. & S. Nos. 5 and 6 Graphic.
First.	Fifth Reader: Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic.	Guyot's Geography Reviewed.	Graded lessons in English: Declaration and Composition.	From events of 1777 to end of book.	Nos. 6 and 7 P. D. & S. Nos. 7 and 8 Graphic.

Caligraphy and light penmanship with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day. Industrial Drawing twice each week, and Writing three times.

MANUAL OF INSTRUCTION—HIGH SCHOOL

COMMERCIAL COURSE—(TWO YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Book-keeping; Pen- manship and Com- mercial Correspond- ence.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German.
2D YEAR.			
1st Term.	Arithmetic.	Book-keeping; Com- mercial Law and Cor- respondence and Civil Government.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German.

Language Lessons, Composition and Declamation through the course.

CLASSICAL COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
3d Term.	Algebra.	Lat. Gram., Lessons.	Phys. Geography or German.
2D YEAR.			
1st Term.	Algebra.	Caesar.	Greek Gram. and Lessons.
2d Term.	Algebra.	Caesar.	Greek Gram. and Lessons.
3d Term.	Algebra.	Caesar. (Latin Prose.)	Greek Gram. and Lessons.
3D YEAR.			
1st Term.	Algebra.	Cicero.	Anabasis (4 books).
2d Term.	Geometry.	Cicero.	Anabasis (4 books).
3d Term.	Geometry.	Virgil's Aeneid. (Latin Prose.)	Anabasis (4 books). (Greek Prose and History.)
4TH YEAR.			
1st Term.	Geometry.	Virgil's Aeneid.	Iliad (4 books).
2d Term.	Trigonometry.	Georgics, Bucolics,	Iliad (4 books).
3d Term.	Review.	Roman History and Review.	Review.

Language Lessons, Composition and Declamation through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS.)

1 ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
3d Term.	Arithmetic.	Lat. Gram., Lessons.	Botany.
2D YEAR.			
1st Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar.	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar.	Rhetoric.
4TH YEAR.			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Composition and Recitations through the course.

NORMAL SCHOOL.

COURSE FOR ONE YEAR.

Mental Philosophy.	Theory and Practice of Teaching.	Music.
Moral Science.	Training School Practice.	Physical Culture.
	Drawing.	Lectures on the Philosophy of Education.

In addition to the above course, each pupil in the Normal School is required to spend at least eight weeks in practical class-room work in the Training School, under the special direction of the City Superintendent, Principal of the Normal School, and the Principal of the Training School.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

SCIENTIFIC COURSE—(FOUR YEARS)—

1ST YEAR.			
1st Term.	Arithmetic. Algebra. Algebra.	Lat. Gram., Lessons. Lat. Gram., Lessons. Lat. Gram., Lessons.	Physiology or German. Phys. Geography or German. Phys. Geography or German.
2d Term.			
3d Term.			
2D YEAR.			
1st Term.	Algebra. Algebra. Algebra.	Cæsar. Cæsar. Cæsar. (Latin Prose.)	Natural Philosophy. Natural Philosophy. Natural Philosophy.
2d Term.			
3d Term.			
3D YEAR.			
1st Term.	Algebra. Geometry. Geometry.	Cicero. Cicero. Virgil's <i>Æneid</i> . (Latin Prose.)	General History. Political Economy. Political Economy.
2d Term.			
3d Term.			
4TH YEAR.			
1st Term.	Geometry. Trigonometry. Review.	Virgil's <i>Æneid</i> . Georgics, <i>Bucolics</i> , Roman History and Review.	Chemistry. Chemistry. Geology.
2d Term.			
3d Term.			

Language Lessons, Drawing, Composition and Declamation through the year.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

ENGLISH COURSE—(FOUR YEARS).

1ST YEAR. 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Book-keeping, Pen- manship and Com- mercial Correspond- ence.	Physiology. Physical Geography. Physical Geography.
2D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Book-keeping, Com- mercial Law and Correspondence and Civil Government.	Natural Philosophy. Natural Philosophy. Natural Philosophy.
3D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Geometry. Geometry.	Rhetoric. Rhetoric. Rhetoric.	General History. Political Economy. Political Economy.
4TH YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	English Literature. English Literature. English Literature.	Chemistry. Chemistry. Geology.

Language Lessons, Drawing, Composition and Declamation through the course.

MANUAL OF INSTRUCTION—CONTINUED.

DISTRIBUTION OF WORK.

PRIMARY DEPARTMENT.

ARITHMETIC.

FOURTH GRADE.

First Term.—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1's equals two, 5 *plus* 1 *equals* 6, three 2's equal 6, two 3's equal 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2's in 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

Second Term.—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9 and 10 will be taught as indicated in the work of the First Term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate.

Third Term.—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and the signs, +, —, ×, ÷,) (, =. Give

many simple questions, as: John has 4 apples and William has 5; how many have both? What will 4 lemons cost at 4c each? At 2c each how many can you buy for 10c? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

THIRD GRADE.

First Term.—Review numbers from 1 to 10. Give many examples, as follows: George has 3 apples and James has 3 apples, how many have both? What cost 4 lemons at 2c each? Give many exercises in completing equations, as: 7 minus—equals 5, three 2's equal—? Drill the class in rapid slate work, as: 3 plus 7, or 4 plus 6, or two 5's or 4 plus 3 plus 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc., of a number. No careless work should be allowed; objects may be used for illustrations.

Second Term.—Advance to 15. Review. Complete equations as indicated in the work of First Term. Continue addition in columns; drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$. As $\frac{1}{6}$ of 12 equals 2. No careless work should be allowed. Objects may be used for illustrations.

Third Term.—Advance to 20. Review previous work. Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division.

Continue practical examples; also original examples. Continue the use of the fractional parts, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, $\frac{1}{32}$, $\frac{1}{64}$, $\frac{1}{128}$; as: $\frac{1}{10}$ of 20 = 2. Continue the use of objects for illustrations.

Felter's Primary Arithmetic.

SECOND GRADE.

First Term.—Review all previous work. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

Second Term.—Review. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, $\frac{1}{32}$, $\frac{1}{64}$, $\frac{1}{128}$. Use United States money, liquid and dry measures in applying numbers. Ex.: If one gill cost 5¢ what will 2 gills cost; 3 gills; 4 gills; 1 pint, etc? Teach these tables objectively.

Third Term.—Review previous work. Combine and separate numbers, and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the Second Term, take the table of time and use the denominations of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the Second Term.

FIRST GRADE.

First Term.—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction, multiplication and division, long and short. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond with the written work.

Second Term.—A thorough review in addition, subtraction, multiplication. Continue division, short and long. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel cost \$2.36, what will 2 bushels cost; 2 pecks, etc.? If 5 gallons cost \$23.40, what will 1 gallon cost? Exercise the pupils in combining and separating fractions of the same name. Ex.: $\frac{3}{4}$ plus $\frac{1}{4}$ equals how many fourths; $\frac{3}{4}$ minus $\frac{1}{4}$ equals how many eighths? Give mental arithmetic examples involving the principles taught in the slate work.

Third Term.—Review fundamental rules. Continue practical examples, using United States money, liquid and dry measures and the table of time. Ex.: If a man earn 20c in 1 hour, how much will he earn in 3 hours; 6 $\frac{1}{2}$ hours; 10 $\frac{1}{2}$ hours? Give mental arithmetic examples involving the principles taught in the slate work.

LANGUAGE.

Elementary Lessons in English.

SECOND GRADE.

First Term.—Take chapters 1 and 2 to page 47.

Second Term.—Take chapters 3 and 4 to page 70. Instead of review lesson, page 67, substitute lessons from your reading book. Exercise the pupils in writing brief stories, paragraphs and letters.

Third Term.—Take chapters 5 and 6 to page 84 and review. Continue writing stories, paragraphs and letters.

FIRST GRADE.

First Term.—Take chapters 7 and 8 to page 111.

Second Term.—Take chapters 9 and 10 to page 142.

Third Term.—Take chapter 11 to page 148, and review. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

Much attention must be given to composition exercises through all the terms. These exercises include paragraphs, letter writing, descriptions, stories, etc.

GEOGRAPHY.

Guyot's Elementary Geography.

SECOND GRADE.

First Term.—*School Room*, situation, plan, boundaries and other rooms on same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District or Ward*, draw the map, streets, boundaries, by adjoining wards or streets. De-

scribe surface, slope of land, business, buildings, wants, etc.; review.

Second Term.—Essex County. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil, and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other subjects of interest in the county. Use the map of the county.

Third Term.—State of New Jersey. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show that continents and oceans form the surface of the earth. Use outline maps to aid in the study of form, surface, etc.

FIRST GRADE.

First Term.—Review previous work and take Middle Atlantic States. Review carefully New Jersey; show its position in the group. Review cities, government, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Describe journeys and places. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

Second Term.—Review Middle Atlantic States and take the New England States according to the same plan. Compare the two groups.

Third Term.—Review. Take the South Eastern States, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of

country or climate affects business, and the condition of the people. Use outline maps.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

READING.

FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the word and phonic methods, use objects, pictures and sketches, upon the board. Lead the children to talk freely about the lesson.

THIRD GRADE.

Finish Primer and First Reader; spell all the words. Phonic Exercises and Spelling. Classify words according to similar sounds; cat, rat, hat, man, pan, ran, run, sun, etc.

SECOND GRADE.

Second Reader; spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind.

FIRST GRADE.

Second and Third Readers. Phonic Spelling; spell all the words. The pupils should frequently read from the various lesson books used in the class.

WRITING.

FOURTH GRADE.

Printing or Writing simple copies from the blackboard on the slate.

THIRD GRADE.

Writing on the slate; writing the name of the pupil, etc.

SECOND GRADE.

P., D. & S. System, shorter course, No. 1.

Graphic System, shorter course, No. 1.

One book during the year.

FIRST GRADE.

P. D. & S. System, No. 3, S. C., first half year.

P. D. & S. System, No. 3, L. C., second half year.

Graphic System, No. 2, S. C., first half year.

Graphic System, No. 2, L. C., second half year.

Two books during the year.

DRAWING.

FOURTH GRADE.

Cards, First Series with Manual.

THIRD GRADE.

Cards, Second Series with Manual.

SECOND GRADE.

Drawing Book, Nos. 1 and 2.

FIRST GRADE.

Drawing Book, No. 3, and begin No. 4.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

The teacher will call the attention of the children to their bodies as a whole ; what they can do with them ; as : walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc., etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

Breathing.—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breath surrounds them on all sides, fills the room and

is found everywhere, and that it is called the air or atmosphere.

Drinking.—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

Eating.—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

Cleanliness.—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school-room, of the home. Lead the pupils, in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

THIRD GRADE.

Same work as for the Fourth Grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology, is the body.

SECOND GRADE.

Same work as for the Third Grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, hands, legs, feet, etc. Call attention to their obvious uses and common abuses.

FIRST GRADE.

Same line of work as for Second Grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

Bones and Muscles.—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

MUSIC.

Jepson's Music Reader. Book First.

FOURTH GRADE.

First Term.—Definitions, Explanations and Exercises in Singing, from beginning of book to Exercise 73, page 16. Omit Chapter I, Exercises 19 to 24, inclusive, and Exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

Second Term.—Definitions, Explanations and Exercises, from Exercise 73, page 16, to Exercise 99, page 24. Omit Exercise on page 18, Exercise on page 19 and Exercises 83, 84, 85, 87, 91, 94 and 97.

Third Term.—Definitions, Explanations and Exercises,

Second Term.—Definitions, Explanations and Exercises, from Chapter XLIV, page 111, to Exercise 336, page 120. Omit Exercises 313, 317, 318, 320, 323, 328, 330 and 333.

Third Term.—Definitions, Explanations and Exercises, from Exercise 336, page 120, to Chapter XLIX, page 133. Omit Exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

ORAL LESSONS.

FOURTH GRADE.

Home, Food, Clothing, Shelter, Sources of Happiness.

School { What can be seen?
What cannot be seen?

Animals, domestic; days of week, months of the year, time on the face of the clock. Parts of the human body.

THIRD GRADE.

Objects at home and at school; parts of the human body with their uses; distance, direction, time, continued; form, size, color, illustrated by objects.

SECOND GRADE.

Trees, plants and flowers; qualities; form, size and color; human body with its parts, senses, and the laws of health. Tables of weights and measures; articles we buy at the grocers.

FIRST GRADE.

Occupations of men, women and children; manufactured articles; conveyance on land and water; human body, with its parts and uses, and the laws of health.

GRAMMAR DEPARTMENT.

ARITHMETIC.

Felter's Intermediate Arithmetic.

FOURTH GRADE.

First Term.—Exercises in Notation and Numeration, three periods; in decimals, tenths, hundredths, thousandths. Practical examples applying the fundamental rules, using whole numbers, decimals, and United States money. Take fractional parts of numbers. Mental Arithmetic, lessons 17 to 22 inclusive.

Second Term.—Review previous work. Continue division of United States money, pages 83-96. Write, compute and receipt bills of goods. Examples: pages, 108, 109. Teach liquid and dry measures, with simple, practical examples, as: the cost of 1 gill may be given to find the cost of 1 pint, 1 quart, 1 gallon. Mental Arithmetic, lessons 23 to 25 inclusive.

Third Term.—Review. Take Factoring, G. C. D., L. C. M., and Cancellation, pages 113-120. Exercise the class in simple examples in addition and subtraction of fractions. Keep up constant review of the fundamental rules. Mental Arithmetic lessons, review, and take lesson 26.

THIRD GRADE.

First Term.—Review Fourth Grade work. In decimals, teach millionths. Continue practical examples, using whole

numbers, decimals and United States money. Reduce, add and subtract fractions. Mental Arithmetic, lessons 25 to 28 inclusive, and linear, surface and cubic measures.

Second Term.—Review. Complete addition, subtraction and multiplication of decimal and common fractions, to page 154. Continue exercises in the fundamental rules of addition, subtraction and multiplication, using whole numbers, decimals and United States money. Mental Arithmetic, lessons 29 to 31 inclusive, and the tables of dry and liquid measures.

Third Term.—Review. Complete division of fractions and take decimals to page 100. Continue exercises in writing, computing and receipting bills of goods. Mental Arithmetic, lessons 32 to 33 inclusive.

SECOND GRADE.

First Term.—Review Third Grade work. Continue practical examples, using whole numbers, decimals and United States money. Give practical examples involving addition, subtraction, multiplication and division of fractions. Compound numbers to page 241; omit surveyor's measure. Mental Arithmetic, lessons 33 to 34 inclusive, and all the tables.

Second Term.—Review. Complete compound numbers to page 258. Give exercises in bills, as in Fourth Grade. Mental Arithmetic, lessons 35 to 37 inclusive, and all the tables.

Note.—Be careful to have the pupils distinguish and use readily linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In papering, allow for doors, windows, etc. Estimate cost of slating blackboard, glazing sash, etc.

Third Term.—Review all previous work, especially fractions, common and decimal, and compound numbers. Mental Arithmetic, review work of First and Second Terms, and take lessons 38 and 39.

Felter's Advanced Arithmetic.

FIRST GRADE.

First Term.—Review the work done in the preceding grades, and complete percentage to interest, page 57. Mental Arithmetic, lessons 40 to 43 inclusive, and all the tables.

Second Term.—Review. Complete interest to bonds, page 109. Mental Arithmetic, lessons 44 to 47 inclusive, and all the tables as found in Felter's Arithmetic.

Third Term.—Take ratio, proportion, partnership and allegation, with thorough review. Prove all work. Mental Arithmetic, lessons 48 to 51 inclusive.

NOTE.—Give frequent drill exercises in the fundamental rules in all the Grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

LANGUAGE.

Elementary Lessons in English.

FOURTH GRADE.

First Term.—Chapters 11 and 12, to page 163, and review.

Second Term.—Chapters 13 and 14, to page 176, and review.

Third Term.—Chapter 15, to page 201, and review.

Use the usual grammatical terms as they occur.

The chapter on Letter Writing to be used through all the Grades.

Reed and Kellogg's Graded Lessons.

THIRD GRADE.

First Term.—Take the first 30 lessons, page 42.

Second Term.—Take from lesson 30 to lesson 48, page 63, with review.

Third Term.—Take from lesson 47 to lesson 57, with review.

SECOND GRADE.

First Term.—Review. Take lessons 57 to 70, inclusive. Complex and compound sentences.

Second Term.—Take from lesson 71 to 85 inclusive, with review. Page 116. Nouns and pronouns. Apply rules in parsing.

Third Term.—Take lessons 87 to 91 inclusive. Adjectives and adverbs. Review.

FIRST GRADE.

First Term.—Take lessons 89 to 100 inclusive. Treatment of the verb. Review.

Second Term.—Review from lesson 1 to lesson 71, page 90, with reference to the Analysis and Construction of Sentences and Composition. Apply principles in all written work.

Third Term.—Review lessons 71 to 100 inclusive, with special reference to Etymology, Criticism and Composition, Analysis and Parsing. Constant attention will be given to all the forms of Composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the Grades through all the terms.

GEOGRAPHY.

Guyot's Elementary Geography.

FOURTH GRADE.

First Term.—Review previous work. Take up the study of the Central States according to the plan pursued in First Grade, Primary Department. Study characteristics and descriptions of cities. Use the Globe. Map drawing and composition.

Second Term.—Review previous work. Take the Western half of the United States and Territories according to same plan. Compare the groups of States as to soil, products, business and people.

Third Term.—Review the United States; study it as a whole. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories; business, people and government. Take Canada, Mexico, Central America and West Indies.

Guyot's Intermediate Geography.

THIRD GRADE.

First Term.—Continent of North America; position, extent, general shape; draw the map, page 14; teach details of outline and surroundings; map questions, page 15. Surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc. Soil, productions, natural advantages for branches of industry. Climate, people, political divisions, pages 16, 17, 18. South America. On same plan of study; map, page 58; questions, page 59; description, pages 60, 61, 62. Com-

pare the two continents. Draw map of Europe in outline only.

Second Term.—Review. Complete the study of Europe on same plan as North America in First Term, pages 68, 69. Map studies, page 67; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities. Draw the map of Asia in outline, noting the oceans, seas and peninsulas, and the important gulfs and mountains.

Third Term.—Complete Asia and take Africa and Australia on the same plan as in the study of North America. Maps, pages 86, 92; questions, pages 87, 92. Read pages 88, 89, 94, 95, 96. In map studies take only the most important features.

SECOND GRADE.

First Term.—During this year, the physical geography, characteristics, etc., need not receive detailed and close study, yet should be recognized as the basis of the future work. Read characteristics between pages 20 and 52. Review the United States, taking map studies, pages 18 and 19. Take the principal cities, with special reference to their commercial relations. Take the commercial review of the United States, pages 52 and 53. In map studies, take only the most important features.

Second Term.—Review the political divisions and the commercial geography of the other countries of North America. Read pages 54, 55, 56, 57. In map studies, take only the most important features. Review South America.

Third Term.—Europe. Map studies, pages 66, 67, 76. Use pages 72 and 73 for reference. Take commercial review, page 77. Read pages 70, 71, 73, 74, 75, 76, 77, noting the condition of the people, education, forms of government, religion, etc.

FIRST GRADE.

First Term.—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion. Take map studies, page 79, great cities and commercial review, page 85. Africa on same plan. Compare the continents as to form, surface, advantages for habitation, commerce and the wants of man.

Second Term.—Review Mathematical Geography, pages 1, 2, 3. Use the globe. Definitions, pages 4, 5, 6. Climate, change of seasons, vegetation, human family, states of society, occupations and government, pages 6, 7, 8, 9, 10. Religions, commerce, and location of cities. The Hemispheres. Map studies, pages 11, 12, 13.

Third Term.—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

HISTORY.

Anderson's Grammar School, U. S.

SECOND GRADE.

First Term.—Discoveries, Explorations, Colonial History, to French and Indian War, page 54.

Second Term.—French and Indian War, and the Revolution to events of 1777, page 77.

Third Term.—Finish Revolution, and review.

FIRST GRADE.

First Term.—From page 106 to Buchanan's Administration, page 157.

Second Term.—From page 157 through Hayes' Administration, page 189.

Third Term.—Review and read Territorial Growth, Civil Progress and the Constitution.

Note.—Only the most important dates and events should be memorized.

READING.

FOURTH GRADE.

Third Reader; Spelling. Read United States History alternately with Reader.

THIRD GRADE.

Complete Third or Fourth Reader; Spelling. Read United States History alternately with the Reader.

SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

SPELLING.

Swinton's Word Book.

FOURTH GRADE.

First Term.—From beginning through lesson 28, page 8.

Second Term.—From lesson 29, page 8, to lesson 49, page 13.

Third Term.—From lesson 49, page 13, to lesson 64, page 18.

THIRD GRADE.

First Term.—From lesson 64, page 18, to lesson 83, page 25.

Second Term.—From lesson 85, page 25, to lesson 101, page 30.

Third Term.—From lesson 101, page 30, to lesson 115, page 34.

SECOND GRADE.

First Term.—From lesson 115, page 34, to lesson 145, page 43.

Second Term.—From lesson 145, page 43, to lesson 162, page 50.

Third Term.—From lesson 162, page 50, to lesson 186, page 57. Omit lesson 175.

FIRST GRADE.

First Term.—From lesson 186, page 57, to lesson 8, page 68.

Second Term.—From lesson 8, page 68, to lesson 30, page 77. Omit lesson 14.

Third Term.—Take the Monthly, Quarterly, Annual and General Reviews.

 WRITING.

FOURTH GRADE.

P., D. & S. System, No. 3, L. C., first half year.

P., D. & S. System, No. 4, S. C., second half year.

Graphic System, No. 4, S. C., first half year.

Graphic System, No. 5, L. C. second half year.

Two books during the year.

THIRD GRADE.

P., D. & S. System, No. 4, L. C., first half year.
 P., D. & S. System, No. 5, S. C., second half year.
 Graphic System, No. 4, L. C., first half year.
 Graphic System, No. 5, S. C., second half year.
 Two books during the year.

SECOND GRADE.

P. D. & S. System, No. 5, L. C., first half year.
 P. D. & S. System, No. 6, S. C., second half year.
 Graphic System, No. 5, L. C., first half year.
 Graphic System, No. 6, L. C., second half year.
 Two books during the year.

FIRST GRADE.

P., D. & S. System, No. 6, L. C., first half year.
 P., D. & S. System, No. 7, L. C., second half year.
 Graphic System No. 7, L. C., first half year.
 Graphic System, No. 8, L. C., second half year.
 Two books during the year.

DRAWING.

FOURTH GRADE.

No. 5, from September to February; No. 6, from February to July.

THIRD GRADE.

No. 7, throughout the year.

SECOND GRADE.

No. 8, throughout the year.

FIRST GRADE.

No. 9, throughout the year.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

Take the general line of work indicated for the Primary Grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

The Teeth.—Their number, location, structure, use, abuse and care.

The Digestive Process.—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupils and themselves, of personal observation of the parts, organs, and the various processes under consideration, going on in their bodies: teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

Hygiene.—The common or obvious laws of health.

THIRD GRADE.

Follow the line of work on the same plan suggested for the Fourth Grade, the teacher guiding the observations, suiting the instruction and the illustrations to the progress and advancing age of the pupils.

Blood.—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins, as the channels through which the blood passes to all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that

the quality of the blood depends upon what we eat and the air we breathe.

Hygiene.—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

SECOND GRADE.

Follow the line of work indicated for the Third Grade, extending it as the pupil progresses.

Respiration.—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it; also, upon the evils of cramped or improper positions of the body affecting these organs.

FIRST GRADE.

Continue the line of work for the preceding Grammar Grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

The Nervous System.—Lead the pupils to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to the mind; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

MUSIC.

Song Garden, No. 2.

A Manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the Grammar Department. A short review of the Primary Course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

FOURTH GRADE.

First Term.—Paragraphs 1 to 76, inclusive.

Second Term.—Paragraphs 77 to 111, inclusive.

Third Term.—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

First Term.—Paragraphs 139 to 186, inclusive.

Second Term.—Paragraphs 187 to 227, inclusive.

Third Term.—Paragraphs 228 to 277, inclusive.

SECOND GRADE.

First Term.—Paragraphs 278 to 325, inclusive.

Second Term.—Paragraphs 326 to 385, inclusive.

Third Term.—Paragraphs 386 to 436, inclusive.

FIRST GRADE.

First Term.—Paragraphs 437 to 531, inclusive.

Second Term.—Paragraphs 532 to 600, inclusive.

Third Term.—Paragraphs 601 to 684, inclusive.

COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The Course covers three years of six months each.

DEPARTMENT OF MECHANICAL DRAWING.

FIRST YEAR.

(a) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(b) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

SECOND YEAR.

(a) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(b) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by plane surfaces, the objects being placed in a great

variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

THIRD YEAR.

(a) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draft of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(b) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

DEPARTMENT OF ARCHITECTURAL DRAWING.

FIRST YEAR.

- (a) Geometrical forms.
- (b) Lines.
- (c) Plane figures.
- (d) Objects.
- (e) Projection.

SECOND YEAR.

- (a) Continue projection.
- (b) Introduce light and shade.

- (c) Details and interior finish.
- (d) Simple plans.
- (e) Elements of perspective.

THIRD YEAR.

- (a) Plans continued.
- (b) Elevations.
- (c) Sections.
- (d) Perspective continued.

DEPARTMENT OF FREE-HAND DRAWING AND ORNAMENTAL DESIGNING.

FIRST YEAR.

From Copies and Objects:

- (a) Geometrical forms.
- (b) Lines.
- (c) Angles.
- (d) Plane figures.
- (e) Circles.
- (f) Objects.

SECOND YEAR.

- (a) Drawing from copy.
- (b) Decorative designing.
- (c) Drawing from cast.
- (d) Drawing from forms.

THIRD YEAR.

- (a) Continue drawing from copies and models.
- (b) Decorative designing.
- (c) Cast Drawing.
- (d) Shading.

CATALOGUE
OF THE
SCHOOL BOOKS AND STATIONERY
FURNISHED TO THE PUBLIC SCHOOLS BY THE
BOARD OF EDUCATION.

PRIMARY SCHOOLS.

Reading.—Franklin First, First Advanced, Second, Second Advanced, Third, and Third Advanced Readers; Monroe's Chart Primer and New Primer; Monroe's First, First Advanced, Second, Second Advanced, Third, and Third Advanced Readers; Monroe's School Chart; Appleton's First, Second and Third Readers; Appleton's Reading Chart; Swinton's First, Second and Third Readers; Unique Reading Chart, Parts I. and II.

Language.—Whitney's Elementary English (Knox).

Spelling.—Beecher's Primary Normal Speller.

Geography.—Guyot's Elementary Geography; Cornell's Outline Maps.

Arithmetic.—Felter's Primary Arithmetic; Giffin's Number Chart.

Drawing.—Walter Smith's Manual of Drawing, Parts I and II, and New Primary; Smith's Primary Drawing Cards, First and Second Series; Smith's Drawing Books, Nos. 1, 2, 3 and 4.

Oral Lessons.—Calkin's Primary Object Lessons; Hooker's Child's Book of Nature, Parts I, II and III; Brown's Manual of Commerce; Sheldon's Object Lessons.

Music.—Jepson's First Music Book.

Writing.—Payson, Dutton and Scribner's Writing Books; Graphic System of Writing.

Stationery.—David's, Stafford's Universal, and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen-holders; Ink-wells; Ink-well Covers; Teachers' Inkstands; Blotters; Practice Paper for Drawing and Writing; Slate Pencils; Pencil-holders; Crayons; Slates, 5x7, 6x9; Numeral Frames; Foolscap and Examination Paper; Mucilage; Thermometers; Lead Pencils, Diamond and Felt Rubber Erasers.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Joslyn's Globes; Hooker's First Book in Physiology.

GRAMMAR SCHOOLS.

Reading.—Franklin Third, Third Advanced, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers; Monroe's Third, Third Advanced, and Fourth Readers; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers; Swinton's Third, Fourth and Fifth Readers; Higglason's Young Folks' History of the United States.

Language.—Whitney's Elementary English (Knox); Reed and Kellogg's Graded Lessons.

Spelling.—Swinton's Word Book.

Geography.—Gayot's Elementary and Intermediate Geographies; Cornell's Outline Maps.

Arithmetic.—Felter's Intermediate, Advanced, and Complete Arithmetics; Greenleaf's Intellectual Arithmetic.

History.—Anderson's G. S. United States History.

Drawing.—Walter Smith's Manual of Drawing, Parts II and III; Smith's Drawing Books, Nos. 4, 5, 6, 7 and 8.

Music.—Song Garden, No. 2; Musical Manual for Grammar Schools.

Writing.—Payson, Dunton and Scribner's Writing Books; Graphic System of Writing.

Stationery.—David's, Stafford's Universal, and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen-holders; Ink-wells; Ink-well Covers; Teachers' Inkstands; Blotters; Slate Pencils; Lead Pencils; Spelling Slates; Slates, 6x9 and 6½x10; Crayons, viz: Waltham, New York Company's, New York Company's Enamelled; Practice Paper for Writing and Drawing; Foolscap and Examination Paper; Mucilage and Thermometers.

Miscellaneous.—Webster's Unabridged and National Dictionaries; Fitz's Globes; Joslyn's Globes; Hooker's First Book in Physiology.

HIGH SCHOOL.

Mathematics.—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thomson's Commercial Arithmetic; Davies' University Algebra; Brooks' Elementary Geometry; Davies' Legendre.

Latin.—Allen and Greenough's Grammar; Leighton's Lessons; Arnold's Prose Composition; Jones' Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Chase and Stuart's Virgil's Æneid; Chase and Stuart's Virgil's Eclogues; Pennell's Ancient Rome.

Greek.—Harkness' First Book; Leighton's Lessons; Goodwin's Grammar; Jones' Prose Composition; Boise's Xenophon's Anabasis; Goodwin's Xenophon's Anabasis;

Owen's Homer's Iliad ; Boise's Homer's Iliad ; Pennell's Ancient Greece.

German.—Stern's Studien und Plaudereien ; Worman's First Book ; Worman's Second Book.

Natural Science.—Hooker's Natural History ; Dana's Geological Story ; Lockyer's Astronomy ; Rolfe and Gillette's Hand-book of Natural Philosophy ; Gage's Physics ; Steele's Physics ; Elliott and Storer's Elementary Chemistry ; Walker's Physiology and Hygiene ; Gray's How Plants Grow ; Houston's Physical Geography.

Language and Literature.—Quackenbos' Rhetoric ; Quackenbos' First Lessons in Composition ; Gilmore's Art of Expression ; Backus' Shaw's English Literature.

Miscellaneous.—Townsend's Civil Government ; Wayland's Political Economy, abridged ; Webster's Unabridged and National Dictionaries ; Bryant and Stratton's Common School Bookkeeping ; The Triumph ; Anderson's General History ; Carhart's Commercial Law.

Stationery.—Same as for Grammar Schools, and in addition Blank Books for Commercial Department.

NORMAL SCHOOL.

Science.—Porter's Elements of Intellectual Science ; Wayland's Moral Science.

Reading.—Cathcart's Literary Reader.

Music.—The Triumph ; Jespon's First Music Book.

Stationery.—Same as for Grammar Schools.

INSTRUCTIONS

FOR PREPARING CARDS, REPORTS, ETC.

Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Section II of the regulations. These records shall be uniform in all schools of the same grade.

RULES FOR KEEPING RECORDS.

First.—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

Second.—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

Third.—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

Fourth.—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days; the

absence, however, shall be recorded while the name remains on the roll.

Fifth.—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

Sixth.—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing Rules.

Seventh.—The average number of enrolled pupils for any month, term, or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term, or year.

Eighth.—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

Ninth.—The percentage of attendance shall be found by dividing one hundred times the average daily attendance by the average number enrolled.

DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card on the following basis:

Twenty is the highest number of credit marks a pupil can receive in one day, either in scholarship or deportment, and one hundred the highest for one week; and this can only occur when the pupil has been present and perfect each day.

The number sent home on the card will show—not the per cent. for the week—but the actual number of credit marks received for the days present. The card should

show also the number of days absent and the times tardy, and whether on account of sickness or otherwise.

MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the Grammar and Primary Schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only*.

Attendance.—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, 97½ per cent. Such absence does not effect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive 95 per cent. to entitle him to a certificate.

YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, Grammar and Primary Schools who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of 95 per cent. for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

CENSUS, 1884.

SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

Ward.	Enumerator.	No. Children.
First	Edward F. McCormack	1,932
Second	John H. Murphy	1,640
Third	Edward J. Merrell	1,653
Fourth	Thomas O'Kain	1,919
Fifth	Peter Birch	1,673
Sixth	Jules V. Drees	5,605
Seventh	Wm. J. Joyce, Jr.	2,541
Eighth	John V. Case	3,700
Ninth	Joseph L. Miller	1,379
Tenth	Charles H. Robinson, Jr.	3,803
Eleventh	Aaron C. Jewell	2,094
Twelfth	James Farley	4,820
Thirteenth	George Mertin	7,004
Fourteenth	Wm. C. King	959
Fifteenth	Hugh Carroll	2,086
Total		42,809
Enumeration, 1863		41,668
Increase		1,141

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND
SCHOOL FURNITURE.

NAMES OF SCHOOL HOUSES.	VALUE OF SITES.	BUILDING AND FURNITURE.	TOTAL.
High.....	\$25,000	\$44,000	\$69,000
Barnet Street.....	25,000	50,000	75,000
State Street.....	10,000	18,000	28,000
Market Street.....	15,000	18,000	33,000
Washington Street.....	15,000	40,000	55,000
Lawrence Street.....	25,000	40,000	65,000
Commerce Street and Colored.....	10,000	11,500	21,500
Lafayette Street.....	15,000	28,000	43,000
Newton Street.....	10,000	40,000	50,000
Camden Street.....	4,200	32,000	36,200
South Tenth Street.....	6,000	10,000	16,000
Wickliffe Street.....	6,000	10,000	16,000
Summer Avenue.....	9,000	45,000	54,000
Webster Street.....	10,000	25,000	35,000
Elliot Street.....	4,000	10,000	14,000
Chestnut Street.....	10,000	40,000	50,000
Oliver Street.....	10,000	40,000	50,000
South Street.....	5,000	27,000	32,000
Walnut Street.....	8,000	7,000	15,000
Houston Street.....	-----	2,000	2,000
South Eighth Street.....	7,000	40,000	47,000
Roseville Avenue.....	4,800	15,500	20,300
North Seventh Street.....	3,000	3,000	6,000
South Market Street.....	8,000	30,000	38,000
Hamburg Place.....	3,000	20,000	23,000
Morton Street.....	7,000	45,000	52,000
Eighteenth Avenue.....	7,000	40,000	47,000
Miller Street.....	7,000	20,000	27,000
Elizabeth Avenue.....	2,500	2,000	4,500
Central Avenue.....	10,000	40,000	50,000
Lock Street.....	5,000	6,000	11,000
	\$286,500	\$799,000	\$1,085,500

TABLE B.
SEATING CAPACITY.

SCHOOL.	GRAMMAR DEPART- MENT.	PRIMARY DEPART- MENT.	TOTAL.
Normal.....	---	*36	36
High.....	†412	†404	816
Burnet Street.....	376	420	796
State Street Primary.....	---	518	518
James Street Industrial.....	---	164	164
Market Street Primary.....	---	416	416
Washington Street.....	414	352	766
Marshall Street Primary.....	---	234	234
Lawrence Street.....	320	272	592
Commerce Street Primary.....	---	242	242
Colored.....	46	158	204
Lafayette Street.....	294	510	804
Newton Street.....	346	590	936
Camden Street Primary.....	---	644	644
South Tenth Street Primary.....	---	464	464
Wickliffe Street Primary.....	---	354	354
Summer Avenue.....	380	240	620
Summer Avenue Annex.....	---	120	120
Webster Street.....	†192	420	612
Elliot Street Primary.....	---	232	232
Chestnut Street.....	496	352	848
Oliver Street.....	508	380	888
South Street Primary.....	---	416	416
Walnut Street Primary.....	---	398	398
Houston Street Primary.....	---	120	120
South Eighth Street.....	**324	360	684
Roseville Avenue Primary.....	---	360	360
North Seventh Street Primary.....	---	178	178
South Market Street.....	356	278	634
South Market Street Annex.....	---	48	48
Hamburg Place Primary.....	---	480	480
Clover Street Industrial.....	---	96	96
Morton Street.....	406	683	1,089
Eighteenth Avenue.....	†150	864	1,014
Eighteenth Avenue Annex.....	---	108	108
Miller Street Primary.....	---	458	458
Elizabeth Avenue Primary.....	---	120	120
Central Avenue.....	384	418	802
Lock Street Primary.....	---	236	236
	4,992	12,703	17,695

*Females, no Males. Not included in the grand totals.

†412 in Male Department; 404 in Female; total, 816. Not included in the grand totals.

‡Intermediate Department.

**28 are in room adjoining Principal's office on account of overcrowding.

TABLE C.

REPAIRS.

SCHOOL BUILDING.	ORDINARY REPAIRS.	EXTRAORDI- NARY REPAIRS.	WHOLE AMOUNT EXPENDED.
High	\$154 17	—	\$276 10
Carpenter work	—	29 81	—
Mason work	—	40 47	—
Iron window guard	—	5 07	—
Flagging	—	37 57	—
Plumbing	—	9 07	—
Burnet Street	206 30	—	377 80
New slate roof	—	83 00	—
Altering eight windows	—	160 00	—
Painting	—	235 00	—
New tin roofs and painting	—	233 50	—
State Street	105 78	—	375 38
Painting and graining	—	140 00	—
Book case	—	80 35	—
Flagging	—	49 25	—
James Street	7 66	—	7 66
Market Street	275 58	—	749 42
Altering water closets	—	234 79	—
Grading	—	6 50	—
Flagging	—	149 25	—
Two new doors and areas	—	83 30	—
Washington Street	354 14	—	801 53
Door openings and doors	—	87 29	—
New ceilings	—	94 00	—
Painting	—	22 23	—
Flagging	—	51 74	—
New closets	—	92 50	—
Gas fitting and fixtures	—	66 27	—
Marshall Street	44 41	—	83 51
Partition	—	17 90	—
Board ceiling	—	21 14	—
Lawrence Street	216 26	—	336 45
Flagging	—	120 19	—
Commerce Street	242 62	—	667 77
Fitting up new class rooms	—	353 30	—
Iron railing	—	33 00	—
Plumbing	—	26 48	—
Flagging	—	12 37	—
Colored	23 94	—	152 34
New ceiling	—	50 50	—
Flagging	—	77 90	—

TABLE C—Continued.

SCHOOL BUILDING.	ORDINARY REPAIRS.	EXTRAORDI- NARY REPAIRS.	WHOLE AMOUNT EXPENDED.
Lafayette Street.....	\$372 46	-----	\$1,004 06
New line fence.....	-----	16 15	-----
New roof.....	-----	176 25	-----
Alterations, iron fence.....	-----	166 44	-----
Gas service and fixtures.....	-----	58 96	-----
Flagging.....	-----	85 30	-----
Painting.....	-----	63 50	-----
New ceiling.....	-----	60 00	-----
Newton Street.....	470 82	-----	470 82
South Tenth Street.....	368 25	-----	368 25
Camden Street.....	8 34	-----	100 08
Carpenter work.....	-----	91 74	-----
Wickliffe Street.....	56 92	-----	195 54
Plumbing.....	-----	27 23	-----
Flagging.....	-----	111 39	-----
Summer Avenue.....	19 37	-----	80 35
Board walk.....	-----	60 98	-----
Summer Avenue Annex.....	8 07	-----	8 07
Webster Street.....	111 63	-----	111 63
Elliot Street.....	109 87	-----	348 63
Flagging.....	-----	183 76	-----
Iron fence.....	-----	55 00	-----
Chestnut Street.....	140 90	-----	535 43
Painting and graining.....	-----	362 50	-----
Enclosing stairways.....	-----	32 03	-----
Oliver Street.....	115 81	-----	877 68
New roofs.....	-----	724 35	-----
Mason work.....	-----	37 52	-----
Garden Street.....	83	-----	83
Walnut Street.....	195 97	-----	695 46
New closets.....	-----	49 19	-----
New line fence.....	-----	104 00	-----
Painting.....	-----	236 80	-----
Speaking tubes.....	-----	11 50	-----
Sewer drain.....	-----	98 00	-----
Houston Street.....	20 80	-----	104 18
New fence.....	-----	45 73	-----
Flagging.....	-----	14 07	-----
Cement Cellar bottom.....	-----	23 58	-----
Thomas Street.....	6 75	-----	34 54
Expense of vacating.....	-----	27 79	-----
South Street.....	19 82	-----	401 03
Carpenter work.....	-----	199 05	-----
Gas-piping and fixtures.....	-----	133 90	-----
Paving.....	-----	21 20	-----
Plumbing.....	-----	12 91	-----
Tinning work.....	-----	8 90	-----
Cleaning.....	-----	5 25	-----

TABLE C—Continued.

SCHOOL BUILDING.	ORDINARY REPAIRS.	EXTRAORDI- NARY REPAIRS.	WHOLE AMOUNT EXPENDED.
South Eighth Street.....	\$265 91	-----	\$578 44
Painting.....	-----	220 00	-----
Sewer drain and basin.....	-----	42 00	-----
Paving yard.....	-----	15 60	-----
Flagging.....	-----	7 94	-----
New closets.....	-----	26 99	-----
North Seventh Street.....	77 38	-----	77 38
Roseville Avenue.....	18 81	-----	127 30
Carpenter work.....	-----	47 86	-----
Grading lot.....	-----	32 06	-----
Painting.....	-----	28 69	-----
South Market Street.....	185 62	-----	613 62
Painting.....	-----	145 00	-----
Flagging.....	-----	35 00	-----
Gas-piping and fixtures.....	-----	245 00	-----
South Market Street Annex.....	5 35	-----	115 80
Fitting up room, repairing fence, etc.....	-----	110 45	-----
Hamburg Place.....	53 74	-----	267 79
Flagging.....	-----	214 05	-----
Clover Street.....	1 31	-----	1 31
Morton Street.....	431 66	-----	885 30
Blackboards.....	-----	245 57	-----
Door openings and doors.....	-----	96 63	-----
Iron stoop and rail.....	-----	46 48	-----
Wash bowls.....	-----	67 56	-----
Eighteenth Avenue.....	361 30	-----	700 35
Bell tower.....	-----	145 00	-----
Sewer work.....	-----	54 05	-----
Storm sheds and privy.....	-----	110 00	-----
Eighteenth Avenue Annex.....	16	-----	16
Miller Street.....	126 80	-----	314 28
Flagging.....	-----	187 48	-----
Central Avenue.....	234 54	-----	443 65
Flagging.....	-----	209 11	-----
Lock Street.....	148 66	-----	308 33
Iron fence.....	-----	80 00	-----
Flagging.....	-----	79 67	-----
Evening Drawing.....	41 05	-----	41 05

TABLE D.

FUEL.

SCHOOL.	TONS OF COAL.	COST.	COST OF WOOD.	TOTAL COST OF FUEL.
High.....	37	\$182 35	\$21 00	\$203 35
Burnet Street.....	48	230 85	10 50	241 35
State Street.....	38½	187 30	5 25	192 55
James Street.....	26⅞	133 39	5 25	138 64
Market Street.....	60	293 77	10 50	304 27
Washington Street.....	62	301 55	21 00	322 55
Marshall Street.....	19½	98 21	5 13	103 34
Lawrence Street.....	60⅛	292 25	---	292 25
Commerce Street.....	37⅞	183 16	---	183 16
Colored.....	15½	78 38	2 50	80 88
Lafayette Street.....	62½	304 23	5 25	309 48
Newton Street.....	92	453 35	21 00	474 35
South Tenth Street.....	40½	204 54	5 13	209 67
Camden Street.....	57¼	275 81	10 50	286 31
Wickliffe Street.....	16	80 80	7 63	88 43
Webster Street.....	48	237 90	10 50	248 40
Elliot Street.....	40	198 00	10 50	208 50
Summer Avenue.....	77	368 70	15 75	384 45
Summer Avenue Annex.....	---	---	5 12	5 12
Chestnut Street.....	50	244 50	---	244 50
Oliver Street.....	86	420 25	5 25	425 50
Garden Street.....	6	30 31	---	30 31
South Street.....	56	277 30	10 50	287 80
Walnut Street.....	25	120 00	10 50	130 50
Houston Street.....	10	48 00	2 62	50 62
Thomas Street.....	3⅞	18 26	---	18 26
South Eighth Street.....	70⅞	339 40	---	339 40
North Seventh Street.....	15⅞	75 82	2 62	78 44
Roseville Avenue.....	47½	229 88	7 88	237 76
South Market Street.....	60	290 50	5 25	295 75
South Market Street Annex.....	2	10 00	5 43	15 43
Hamburg Place.....	50	242 50	5 25	247 75
Clover Street.....	9	43 15	2 62	48 07
Morton Street.....	65	318 25	15 75	334 00
Eighteenth Avenue.....	75	366 25	10 50	376 75
Eighteenth Avenue Annex.....	7½	37 88	5 13	43 01
Miller Street.....	50	242 50	---	242 50
Central Avenue.....	60⅞	293 42	5 25	298 67
Lock Street.....	15	75 75	5 13	80 88
Evening Drawing.....	1½	7 43	---	7 43
General Account.....	2	10 00	30	10 30
	1,605⅞	\$7,842 19	\$272 49	\$8,114 68

TABLE E.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary expenses, Total Ordinary expenses, Extraordinary expenses, Total Current expenses, Cost of books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	Sch'l Books and Stationery.	Printing.	Ordinary Expenses, Repairs, Fuel, Heat, Janitor, Rent.	Total Ordinary Expenses.	Extraordinary Expenses.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal.....	36	\$1,285 54	\$78 09	\$1,425 16	\$61 53	\$1,425 16	-----	\$1,425 16	\$2 17	\$39 59
High.....	510	17,693 91	1,150 15	1,997 17	1,997 17	20,841 23	\$121 99	20,963 22	2 26	40 87
Burnet Street Grammar.....	359	5,209 66	515 95	959 26	959 26	6,744 27	355 75	7,100 02	1 44	18 79
Burnet Street Primary.....	408	4,581 29	180 14	959 29	959 29	5,723 72	355 75	6,079 47	44	14 03
State Street Primary.....	476	4,603 43	133 84	980 39	980 39	5,807 66	269 60	6,077 26	28	12 20
James Street Industrial.....	139	1,634 41	114 84	612 31	612 31	2,361 56	-----	2,361 56	83	16 99
Market Street Primary.....	385	4,995 61	176 49	2,087 82	2,087 82	7,259 92	473 84	7,733 76	46	18 86
Washington Street Grammar.....	364	5,661 56	530 46	1,193 54	1,193 54	7,415 56	268 43	7,683 99	1 46	20 37
Washington Street Primary.....	341	3,617 80	244 04	795 69	795 69	4,657 53	178 96	4,836 49	72	13 66
Marshall Street Primary.....	197	2,145 71	122 49	998 65	998 65	3,269 85	39 10	3,308 95	62	16 60
Lawrence Street Grammar.....	296	4,870 92	491 20	849 68	849 68	6,211 80	70 11	6,281 91	1 66	20 99
Lawrence Street Primary.....	299	3,393 92	148 18	606 48	606 48	4,148 58	50 08	4,198 66	50	13 88
Commerce Street Primary.....	199	2,346 03	70 49	1,859 66	1,859 66	4,275 58	425 15	4,700 73	35	21 49
Colored.....	191	2,585 68	190 85	409 62	409 62	3,186 15	128 40	3,314 55	1 00	16 68
Lafayette Street Grammar.....	270	4,497 59	463 82	793 12	793 12	5,754 53	252 64	6,007 17	1 72	21 31
Lafayette Street Primary.....	424	5,511 06	196 33	1,189 77	1,189 77	6,897 16	378 96	7,276 12	40	13 96
Newton Street Grammar.....	223	3,955 24	479 16	783 35	783 35	5,217 75	-----	5,217 75	2 15	23 40
Newton Street Primary.....	729	6,951 87	257 44	1,118 99	1,118 99	8,328 30	-----	8,328 30	35	11 42
Camden Street Primary.....	535	1,807 68	253 93	2,051 23	2,051 23	4,112 24	91 74	4,203 98	47	7 69
South Tenth Street Primary.....	459	4,323 35	119 21	1,262 56	1,262 56	5,705 12	-----	5,705 12	26	12 43
Wickliffe Street Primary.....	331	3,628 81	98 52	690 74	690 74	4,418 07	138 62	4,556 69	30	13 35
Summer Avenue Grammar.....	330	2,159 80	1,320 97	818 25	818 25	4,299 02	40 66	4,339 68	4 00	13 03
Summer Avenue Primary.....	202	856 55	260 40	419 48	419 48	1,536 43	20 32	1,556 75	1 29	7 61
Summer Avenue Annex Primary.....	128	1,382 68	17 15	573 32	573 32	1,973 15	-----	1,973 15	13	15 42
Webster Street Intermediate.....	322	3,964 85	199 03	363 70	363 70	4,527 58	-----	4,527 58	62	14 06
Webster Street Primary.....	356	4,302 09	119 77	726 90	726 90	5,148 76	-----	5,148 76	34	14 46

Ellet Street Primary	177	2,063	93	90	46	803	28	2,063	67	238	70	3,202	43	48	14	89	
Chestnut Street Grammar	442	6,869	82	618	12	769	86	8,257	80	246	60	8,504	40	1	40	18	68
Chestnut Street Primary	401	3,802	13	203	35	461	40	4,466	88	147	93	4,614	81	51	11	14	
Oliver Street Grammar	404	6,532	02	482	75	882	03	7,896	80	457	12	8,353	92	1	19	19	55
Oliver Street Primary	331	3,640	88	211	12	588	03	4,440	03	304	75	4,744	78	64	13	42	
Garden Street Primary	83	666	76	2	97	195	16	864	89			864	89	04	10	42	
South Street Primary	353	1,603	13	200	33	1,058	12	2,861	58	381	21	3,242	79	57	8	11	
Walnut Street Primary	388	4,451	97	176	91	905	16	5,534	04	499	49	6,033	53	46	14	26	
Houston Street Primary	100	1,122	54	14	71	403	82	1,541	07	83	38	1,624	45	15	15	41	
Thomas Street Primary	157	1,053	39	20	62	324	02	1,398	03	27	79	1,425	82	13	8	90	
South Eighth Street Grammar	295	4,667	91	247	55	789	74	5,705	20	156	26	5,861	46	84	19	34	
South Eighth Street Primary	413	3,732	63	90	92	739	34	4,562	89	156	27	4,719	16	22	11	05	
Roseville Avenue Primary	176	1,366	24	190	05	1,429	11	3,015	40	108	55	3,123	95	1	08	17	13
North Seventh Street Primary	143	1,921	31	88	56	639	85	2,649	72			2,649	72	62	18	53	
South Market Street Grammar	267	4,426	15	444	26	709	45	5,579	86	214	00	5,793	86	1	66	20	90
South Market Street Primary	357	3,474	73	208	92	709	43	4,393	08	214	00	4,607	08	59	12	31	
South Market St. Annex Primary	51	327	28	23	62	327	18	678	08	110	45	788	53	46	13	30	
Hamburg Place Primary	484	4,611	25	246	59	883	50	5,741	34	214	05	5,955	39	51	11	86	
Clover Street Industrial	120	1,167	76	34	64	287	68	1,490	08			1,490	08	29	12	42	
Morton Street Grammar	390	5,120	27	554	42	737	20	6,411	89	181	49	6,593	38	1	42	16	44
Morton Street Primary	702	6,675	34	312	34	1,105	79	8,093	47	272	15	8,365	62	44	11	53	
Eighth Avenue Intermediate	166	2,003	83	156	01	263	33	2,423	17	56	51	2,479	68	94	14	60	
Eighth Avenue Primary	1127	8,154	20	290	22	1,317	68	9,762	10	282	54	10,044	64	26	8	66	
Eighteenth Avenue Annex Primary	123	859	36	7	99	550	59	1,417	94			1,417	94	06	11	53	
Miller Street Primary	338	4,114	03	181	47	1,050	98	5,346	48	187	48	5,533	96	54	15	82	
Central Avenue Grammar	264	4,488	53	400	36	701	39	5,590	28	104	55	5,694	83	1	52	21	18
Central Avenue Primary	415	4,175	96	148	97	701	40	5,026	33	104	56	5,130	89	36	12	11	
Lock Street Primary	198	2,382	68	38	65	607	19	3,088	52	159	67	3,248	19	20	15	60	
Lafayette Street Evening	327	1,343	75	83	32	284	60	1,911	67			1,911	67	25	5	85	
Newton Street Evening	177	197	78	6	62	166	19	370	59			370	59	04	2	09	
Webster Street Evening	218	1,398	96	49	22	316	93	1,765	11			1,765	11	23	8	10	
South Market Street Evening	313	1,931	00	129	42	37	40	1,197	82			1,197	82	41	3	83	
Morton Street Evening	387	2,319	85	156	90	422	80	2,899	55			2,899	55	41	7	49	
Central Avenue Evening	248	1,533	46	75	86	311	02	1,920	34			1,920	34	31	7	74	
Evening Drawing	187	735	00	46	99	537	50	1,319	49			1,319	49	25	7	00	

Annual cost per pupil in Normal School, \$39.59; in High School, \$40.87; in Grammar Schools, \$40.50; in Intermediate Schools, \$44.43; in Primary Schools, \$33.25; in Industrial Schools, \$14.70; in Colored School, \$16.68; in the Day Schools, \$15.78; in the Evening Schools, \$6.00; in Day and Evening Schools, \$14.56.

TABLE F.

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female teachers.		No. of male pupils.		No. of female pupils.		Whole No. of pupils.		Average No. of regis-tered pupils.		Average daily attend-ance for year.		No. of months school has been kept open during the year.		No. of children bet-ween 5 and 15 years of age enrolled during year.		No. who have attended 10 months or more during the year.		No. who have attended 8 months but less than 10.		No. who have attended 6 months but less than 8.		No. who have attended 4 months but less than 6.		No. who have attended less than 4 months.		No. who have been present every school day during year.		No. who have not been absent or tardy dur-ing year.		No. of cases of untidiness during year.		No. of different classes in school.		No. suspended or ex-pelled during year.		No. of visits by City Superintendent.		No. of visits by Com-missioners.		
	7	10	1	229	354	583	36	32	10	39	16020	135	295	54	22	75	41	35	251	16	5	38	40	31																			
Normal																																											
High																																											
GRAMMAR SCHOOLS.																																											
Burnet Street	1	7	207	220	427	359	327	10	427	43	220	58	25	81	13	679	141	137	1,470	80	29	175	10	15																			
Washington Street	1	9	216	219	428	364	335	10	428	71	230	44	13	65	9	679	141	137	1,470	80	29	175	10	15																			
Lawrence Street	1	7	157	181	338	296	278	10	338	99	141	35	15	45	14	37	6	5	54	5	2	11	22																				
Lafayette Street	1	6	134	192	326	270	246	10	326	70	148	35	25	48	13	27	8	8	36	3	---	10	30																				
Webster Street	1	6	171	200	380	322	300	10	380	75	198	40	14	53	13	14	14	68	9	---	22	10																					
Chestnut Street	1	9	230	285	515	442	400	10	515	58	278	73	34	78	15	14	91	14	91	14	13	14	20																				
Oliver Street	1	9	243	247	490	404	367	10	490	85	226	38	43	78	15	14	11	130	7	13	14	12	44																				
South Eighth Street	1	7	180	174	353	295	266	10	353	82	196	42	29	54	11	11	11	18	18	3	12	25	25																				
South Market Street	1	6	176	160	336	267	249	10	336	62	131	37	33	73	13	13	13	40	6	---	13	41	41																				
Morton Street	1	8	218	219	437	390	364	10	437	77	196	59	36	69	14	12	12	97	8	---	13	41	41																				
Central Avenue	1	6	154	153	397	264	241	10	397	59	163	32	21	41	14	14	14	157	6	1	12	13	13																				
Total in Grammar Schools	11	80	2,086	2,251	4,337	3,673	3,373	10	4,336	722	2,127	513	293	679	141	137	1,470	80	29	175	384	40	31																				
Newton Street Intermediate	1	5	146	118	264	231	204	10	264	35	137	43	12	37	6	5	5	54	5	2	11	22	22																				
Eighteenth Ave.	1	3	82	74	166	166	122	10	166	24	83	17	15	27	8	8	8	36	3	---	10	30	30																				
Total in Grammar Grades	13	88	2,324	2,443	4,767	4,062	3,699	10	4,766	781	2,347	573	390	743	155	150	150	1,562	82	31	196	416	416																				

TABLE F--Continued.

175

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average No. of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during the year.	No. of children 5 and 15 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months but less than 10.	No. who have attended 6 months but less than 8.	No. who have attended 4 months but less than 6.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.	
PRIMARY SCHOOLS.																					
Purnet Street.....	7	1	267	274	541	406	396	10	540	42	261	59	45	9	4	164	7	4	6	22	
State Street.....	16	38	381	370	751	632	413	10	687	74	240	94	72	7	104	104	7	8	14	14	
Market Street.....	1	1	57	57	114	57	338	10	574	18	213	78	56	5	5	259	2	53	24	24	
Washington Street.....	6	6	211	218	429	344	323	10	426	46	207	48	25	5	67	267	3	20	133	133	
Marshall Street.....	168	132	181	192	373	300	175	10	304	14	166	36	23	4	101	101	5	13	83	83	
Lawrence Street.....	5	5	138	124	262	199	262	10	383	38	147	38	29	9	294	294	5	13	83	83	
Commerce Street.....	4	4	127	174	301	209	179	10	239	7	107	30	28	4	218	218	4	56	17	17	
Lafayette Street.....	9	9	358	336	694	491	429	10	694	76	248	107	67	7	402	402	6	4	11	11	
Newton Street.....	13	13	441	451	892	727	654	10	892	76	248	107	67	7	402	402	6	4	11	11	
South Tenth Street.....	1	1	303	278	581	459	417	10	581	44	276	82	69	3	180	180	6	1	22	22	
Washington Street.....	7	7	258	247	505	331	286	10	505	45	195	61	44	13	3	269	9	1	7	12	
Webster Street.....	2	2	248	245	493	380	324	10	473	45	195	61	44	13	3	269	9	1	7	12	
Sunmer Avenue.....	2	2	92	81	173	123	123	10	173	12	97	12	8	7	0	36	2	4	7	7	
Elliot Street.....	1	1	135	170	305	199	167	10	295	14	99	35	40	11	2	136	2	13	9	9	
Chestnut Street.....	7	7	230	217	447	348	348	10	547	12	239	95	60	5	99	95	7	3	6	6	
Oliver Street.....	2	2	222	215	437	331	292	10	447	45	189	54	49	8	115	115	9	13	3	3	
Garden Street.....	2	2	85	83	168	83	72	10	173	37	115	14	14	5	15	15	2	13	9	9	
Walnut Street.....	2	2	273	256	529	384	314	10	539	48	107	86	44	10	194	194	3	8	13	13	
Harrison Street.....	3	3	103	103	206	103	83	10	206	11	55	18	14	2	150	150	2	10	17	17	
Thomas Street.....	2	2	85	85	170	85	85	10	170	11	88	33	26	1	184	184	2	10	10	10	
South Eighth Street.....	2	2	293	278	571	471	384	10	571	25	186	127	88	3	273	273	9	12	12	12	
Roseville Avenue.....	3	3	93	88	181	93	88	10	181	13	66	31	20	1	76	76	3	31	21	21	
North Seventh Street.....	2	2	110	99	209	104	104	10	213	13	66	31	20	1	76	76	3	31	21	21	
South Market Street.....	2	2	293	278	571	471	384	10	571	25	186	127	88	3	273	273	9	12	12	12	
South Market Street Annex.....	1	1	26	32	58	29	41	3	57	55	183	80	51	26	23	302	9	13	26	26	
Ramberg Place.....	7	12	336	336	672	336	440	10	672	27	243	92	56	20	335	335	9	4	41	41	
Morison Street.....	12	12	528	528	1056	528	528	10	1056	37	243	92	56	20	335	335	9	4	41	41	
Eighteenth Avenue.....	15	15	694	694	1388	694	740	10	1388	49	495	198	126	274	454	454	12	13	30	30	
Eighteenth Avenue Annex.....	2	2	65	65	130	65	65	10	130	23	43	30	16	51	83	83	4	6	4	4	
Miller Street.....	8	8	255	215	470	338	269	10	470	89	127	63	57	1	395	395	8	3	53	53	
Central Avenue.....	8	8	268	215	483	345	307	10	571	39	237	87	43	1	174	174	8	3	13	13	
Lock Street.....	4	4	195	130	325	195	171	10	325	11	100	38	33	1	174	174	4	1	15	15	
Total in Primary Schools.....	5	198	7,534	7,085	14,619	10,988	9,438	10	14,619	1,189	5,587	2,085	1,474	191	162	5,934	234	82	376	845	

RULES.



RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent, and Superintendent of Erection and Repairs of School Houses, shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, and if a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex officio* a member of the same. He shall also be the executive officer of the Board, and as such effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special com-

mittee, stating the duties assigned, and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers, and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public Schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m., (excepting Saturdays, when the offices of the Board shall be closed at 12 m.,) and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the Secretary, perform the duties of that officer, and render such other services as the Board may require; and his compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations, and see that the regulations of the Board in relation to the schools are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses, under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall act as Secretary of the Committees on School Houses, Heating and Repairs, and perform such other duties as the Board or the committees named may require; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The standing committees for the year shall be as follows:

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Text Books, Course of Study and Examinations, seven members.
12. Committee on School Furniture and Supplies, three members.
13. Committee on Sanitary Regulations, three members.
14. Committee on Boundaries of Districts, five members.
15. Committee on Rules, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board annually, on or before the last Friday of January, an estimate of the amount of money required for the support of the public schools during the year, specifying, as provided in Title V, of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriation: supervise and examine the accounts of receipts and disbursements in the Secre-

tary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have super-

vision and charge of all ordinary repairs, shall visit and examine the school houses, and report to the Board at the regular meeting in May the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon

which such suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL SCHOOL, HIGH SCHOOL, EVENING SCHOOLS, AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies of books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transaction of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board, and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revision thereof as they may deem proper. They shall also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of pupils and teachers.

21. THE COMMITTEE ON BOUNDARIES OF DISTRICTS shall examine into any proposed changes in the boundaries of districts, and report the same, with their recommendation, at the next regular meeting of the Board. Before taking action thereon they shall invite the Commissioners of wards affected by such proposed changes to meet with them.

22. THE COMMITTEE ON RULES shall examine all proposed new rules and amendments to existing rules, and report their recommendations thereon at the next regular meeting of the Board, or sooner, if ordered.

23. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a

majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

24. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

25. All motions and resolutions for the consideration of the Board shall be seconded, and, if required by the President or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

26. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to re-

ceive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then except to correct a misapprehension or misrepresentation.

27. No member shall speak more than twice on the same question at any meeting, except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

28. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

29. When a question is under debate no motion shall be received, except—

To adjourn,

To lie on the table,

The previous question,

To commit,

To postpone indefinitely,

To postpone to a time certain,

To amend,

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question, shall be decided without debate.

30. The previous question may be demanded by one-

third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

31. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

32. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

33. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

34. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

AMENDMENT.

35. These rules may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.

REGULATIONS.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS.

I.—SYSTEM AND GRADE.

I. ESTABLISHED.

The Schools under the government of the Board shall be graded and classified as follows:

Primary,
Grammar,
High,
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing, and vocal music. No pupil shall be admitted under five years of age.

Certificates of Graduation shall be presented at the close of each term to such pupils as shall merit the same.

GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a Grammar School without a certificate of graduation from a Primary School, or, if the applicant has not been in attendance at a Primary School, upon personal examination by the principal of such Grammar School; but should any Primary School be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the Grammar Department, the Commissioners of the ward may admit pupils of a lower grade into the Grammar Department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the Primary School, the studies pursued determining the grade of the class.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants, for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the Grammar Course, the elements of chemistry, physiology, astronomy, algebra, bookkeeping, geometry, geology, drawing,

and such other branches, including the Latin, Greek, German and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Committee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a Grammar School, or, if the applicant has not been in attendance at a Grammar School, upon an examination equivalent to that to which the pupils of the Grammar Schools are subjected for graduation. The Colored Schools, in their relation to the High School, as to candidates for admission thereto, shall rank as Grammar Schools.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the Grammar Schools shall have the preference.

The Committee on High School, with the City Superintendent, may at their discretion re-admit pupils who may have lost their membership by absence.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

NORMAL SCHOOL.

A Normal School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall be one grade, requiring one year

to complete the course of study, and shall be conducted in all respects as a Model School. Pupils shall spend at least eight weeks of the Normal School year, in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a Training or Practice School for the pupils of the Normal School.

2. DISCRETIONARY.

In addition to the regular graded schools, the Board may at its discretion establish and maintain—

Intermediate Schools,
Evening Schools,
Industrial Schools,
Colored Schools.

INTERMEDIATE SCHOOLS.

The Intermediate Schools shall consist of the Primary grades, together with the Third and Fourth grades Grammar Department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the Grammar School of the Grammar School District in which he resides.

EVENING SCHOOLS.

Evening Schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the Grammar Schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under fourteen years of age.

INDUSTRIAL SCHOOLS.

Industrial Schools shall be for the instruction of poor and destitute children in primary studies and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The Colored Schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall

be conducted in conformity with the regulations of the Board, so far as the same are applicable.

II.—TERMS AND VACATIONS.

I. TERMS.

The school year shall commence on the last Monday in August or the first Monday in September, as the Board may from year to year direct, and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's day inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

III.—SESSIONS.

I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms five days in each week, from Monday to Friday inclusive; and there shall be two sessions daily, a morning session from 9 a. m. to 12 m., with a recess of fifteen

minutes near the middle of the session; and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school-room, near the middle of the session. In the Fourth grade of the Primary Departments, an afternoon recess of ten minutes, to be supervised by the Assistants of that grade, may be given, at the discretion of the City Superintendent and the Principal of the school.

2. HIGH SCHOOL AND COLORED SCHOOLS.

In the High School and Colored Schools, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

4. SINGLE SESSIONS.

Upon extremely stormy days, the Principals, with the consent of a Commissioner of the ward, or the City Superintendent, may hold a continuous session of the school, closing at 1.30 p. m., and shall promptly notify the City Superintendent of such session.

5. EVENING SCHOOLS.

The Evening Schools, during their continuance, shall be open five evenings in each week, from Monday to Friday inclusive. The sessions shall commence at 7 p. m., and close at 9.15 p. m.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened and the sessions of the Evening Schools shall be closed, with the reading of a portion of the Holy Scriptures without comment, and repeating the Lord's Prayer. Vocal music, at the discretion of the Principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

I. ADMISSION.

(a) *Sanitary Condition.*—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school and readmitted only on a certificate of a physician and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(b) *Personal.*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which

"permit" shall also receive the written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the Principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any Grammar school removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class-room than there are regular seats in such class-room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the Evening Schools, where they shall be admitted until 7.30 p. m.

5. ABSENTEES.

(a) *Notification of parents.*—When any pupil shall have been absent from school two consecutive days, the Principal or class teacher shall personally inform

the parents or guardian of the fact, unless the Principal has satisfactory information that the parent has knowledge of such absence.

(b) *Suspension*.—Any pupil who shall have been absent ten days (or evenings in the Evening Schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the Principal, that the pupil has been sick, or has been detained by sickness in his or her family.

6. INSTRUCTION.

(a) *School-room*.—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may in his discretion order in any school or class.

(b) *Preparation of Lessons out of School*.—No pupil of a grade lower than the Third Grammar shall be required to prepare any lesson out of school.

No pupil of the Third Grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

7. DISCIPLINE.

(a) *Detention*.—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Corporal Punishment.*—Corporal punishment may be inflicted for wilful insubordination, by the Principal alone, who shall keep a record of each instance of such punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(c) *Suspension.*—Principals shall have power to suspend for gross offences, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits), to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored Schools or Evening Schools shall be reported without delay to the Standing Committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

8. RECORDS.

Records of attendance, scholarship and deportment shall be kept, in all the schools in the class-rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the Primary and Grammar Schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance,

punctuality, scholarship and deportment shall entitle them to the same.

11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to Principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

12. EXAMINATIONS.

(a) *Term.*—Examinations shall be held at least three times in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual.*—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent, and all the grades, from the First Primary to the First Grammar inclusive, shall be examined in the same manner, and under uniform regulations. In conducting and ascertaining the results of any examination the City Superintendent may require the aid of such teachers as may be needed.

13. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school-room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the Principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "c," under head of "Discipline."

VI.—TEACHERS.

1. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board be designated, as—

Principals,
Vice-Principals,
Head Assistants,
Assistants.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(a) *Reports*.—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school

supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of Vice-Principals and Assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and classrooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the Vice-Principal of the highest grade, or should there be no Vice-Principal, the senior assistant of the highest grade, shall assume his station and duties.

Every Vice-Principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

ASSISTANTS.

Assistants shall, under the direction of the Principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-rooms and property, and protect them

from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the Principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

3. APPEAL.

In case of dispute or question as to the propriety of duties which Vice-Principals or Assistants may be called upon by Principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class-rooms, and prepared for duty, fifteen minutes before the opening of the school sessions, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent: the absences under the heads "with permission" and "without permission," the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the Principal.

(c) *Tardiness*.—As often as the "unexcused" tardy marks of any teacher shall amount to five, Principals

shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction.*—Teachers may visit schools, other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the Principal.

5. SALARIES.

(a) *Schedules.*—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increases.*—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions.*—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(d) *Absence.*—Teachers absent on account of sickness (whenever such absence does not exceed five days in

any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(*c*) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks “unexcused” shall count as one-half day’s absence, and a corresponding deduction be made at the next payment.

(*j*) *Relief*.—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements*.—All engagements of teachers shall be made with reference to the “school year.” No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations*.—Teachers shall give one month’s notice of intention to resign. In default of the same, they shall forfeit one month’s salary.

6. SUBSTITUTES.

(*a*) *Appointment*.—Teachers detained from school shall immediately notify the Principal, who shall, when such absence exceeds one day, notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay*.—The pay of substitutes shall be, in the High School, \$1.50 per day; in the Grammar classes, \$1.25; and in the Primary classes, \$1.00 per day for females; for males in either school, \$3.00 per day, and in the

Evening Schools, \$1.00 per session for both males and females.

VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building, on the third Saturday of September, January and April, at which the Principals and Assistants of the Primary Schools shall attend.

Also, a Teachers' Institute shall be held at same place on the third Saturday of October, February and May, at which the Principals of the Normal, High and Grammar schools, and the Vice-Principals and Assistants of the same schools shall attend.

Sessions shall commence at 9 a. m. and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

VIII.—BUILDINGS.

I. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows :

The Burnet Street Grammar School district shall be the First Ward, that portion of the Fifteenth Ward north of Sussex avenue and east of Boyden street, and that portion of the Second Ward north of the Morris canal.

The Burnet Street Primary School district shall be that portion of the First Ward south of the Morris and Essex railroad (except that portion south of Lombardy street, continuing said line of Lombardy street to the river, and east of Broad street), and that portion of the Fifteenth Ward north of Sussex avenue, east of Boyden street and south of the Morris and Essex Railroad.

The State Street Primary School district shall comprise those portions of the First and Fifteenth Wards north of the Morris and Essex railroad, and that portion of the Eighth Ward east of Chatham street and south of Seventh avenue to High street, thence south on High to Clay street, thence down Clay street to the river.

The Market Street Primary School district shall be the Second Ward.

The Washington Street Grammar School district

shall be the Third Ward, and that portion of the Second Ward south of Market street.

The Washington Street Primary School district shall be the Third Ward.

The Lawrence Street Grammar School district shall be the Fourth Ward, and that portion of the Second Ward north of Market street and south of the Morris canal.

The Lawrence Street Primary School district shall be the Fourth Ward, and that portion of the First Ward lying south of Lombardy street, and continuing said line of Lombardy street to the river and east of Broad street.

The Lafayette Street Grammar and Primary School districts shall be the Fifth Ward and that portion of the Twelfth Ward west of Jackson street.

The Newton Street Grammar School district shall be the Sixth Ward.

The Newton Street Primary School district shall be all that portion of the Sixth Ward east of Hunterdon street, except that portion assigned to Wickliffe Street School.

The Camden Street Primary School district shall be that portion of the Sixth Ward lying between South Sixth street and Hunterdon street, and that portion of the Thirteenth Ward lying west of Hunterdon, north of Rose street and extending to the easterly boundary of South Tenth Street School.

The South Tenth Street Primary School district shall be all of that portion of the Sixth Ward west of South Sixth street, and that portion of the Thirteenth west of an imaginary line drawn from the junction of Waverly avenue and Springfield avenue to the head of Brenner

street, thence following line of Woodland Cemetery to South Tenth street, thence south to ward line.

The Wickliffe Street Primary School district shall be that portion of the Seventh Ward south of Warren street and east of Wallace place and Hudson street, and that portion of the Sixth Ward east of Boston street and north of South Orange avenue.

The Summer Avenue Grammar School district for first and second grades shall be all of the Eighth Ward and for third and fourth grades that portion of the Eighth Ward lying north of a line through centre of Gouverneur street from the river to Belleville avenue, thence to Crittenden street, thence to end of said street and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Summer Avenue Primary School district shall be that portion of the Eighth Ward lying south of Abington avenue and Gully road to the river and north of Bloomfield avenue from ward line to junction of Summer avenue; thence, in a direct line to end of Crittenden street, thence on said street to Belleville avenue, thence to Gouverneur street, thence to the river.

The Webster Street Intermediate (third and fourth grades Grammar department) School district shall be that portion of the Eighth Ward lying south of central line of Gouverneur street to Belleville avenue, thence to Crittenden street, thence to end of said street and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Webster Street Primary School district shall be the same as the Webster Street Intermediate School

district (except those portions of the ward assigned to the State Street and North Seyventh Street Primary School districts).

The Elliot Street Primary School district shall be that portion of the Eighth Ward east of the Morris canal and north of Abington avenue and Gully road to the river.

The Chestnut Street Grammar School district shall comprise the Ninth and Fourteenth Wards.

The Chestnut Street Grammar School district shall comprise that portion of the Ninth Ward north of Thomas street, including the north side of Thomas street.

The Oliver Street Grammar School district shall be the Tenth Ward.

The Oliver Street Primary School district shall be the Tenth Ward (except those portions assigned to the South, Walnut and Houston street schools).

The South Street Primary School district shall include all that part of the Tenth Ward south of the centre of Johnson street, east to Pacific street, thence east in a direct line to Sandford street.

The Walnut Street Primary School district shall be that portion of the Tenth Ward south of Elm street and bounded by Sandford, Oliver, Jefferson, Warwick, Pacific and Garden streets and Railroad avenue.

The Houston Street Primary School district shall be that portion of the Tenth Ward east of Sandford street.

The South Eighth Street Grammar School district shall be the Eleventh Ward.

The South Eighth Street Primary School district shall be that portion of the Eleventh Ward lying south of the central line of Dickerson street and Ninth avenue.

The Roseville Avenue Primary School district shall be that portion of the Eleventh Ward lying between the central line of Dickerson street and Ninth avenue and the Newark and Bloomfield railroad.

The North Seventh Street Primary School district shall be that portion of the Eleventh Ward lying north of the Newark and Bloomfield railroad, and that portion of the Eighth Ward lying west of central line of Parker street and south of central line of Abington avenue and west of Morris canal.

The South Market Street Grammar School district shall be that portion of the Twelfth Ward lying east of Jackson street.

The South Market Street Primary School district shall be that portion of the Twelfth Ward easterly from a line running through Ferguson street southerly from the river to South Market street, thence to Frederick street, thence to Westcott street, thence to Darcy street, thence to Hamburg place and ward line.

The Hamburg Place Primary School district shall be that portion of the Twelfth Ward between the centre of Jackson street and the westerly boundaries of the South Market Street Primary School district.

The Morton Street Grammar School district shall be the Thirteenth Ward.

The Morton Street Primary School district shall be that portion of the Thirteenth Ward bounded by Springfield avenue, High street, Montgomery street, and Belmont avenue.

The Eighteenth Avenue Intermediate and Primary School districts shall be that portion of the Thirteenth Ward not included in the Morton street, Camden street and South Tenth Street Primary School districts.

The Miller Street Primary School district shall be the Fourteenth Ward and that portion of the Ninth Ward south of Thomas street, including the south side of Thomas street.

The Central Avenue Grammar School district shall comprise the Seventh Ward and that portion of the Fifteenth Ward not assigned to the Burnet street school district.

The Central Avenue Primary School district shall comprise that portion of the Fifteenth Ward south of the Morris and Essex railroad, west of Boyden street and south of Sussex avenue; that portion of the Seventh Ward north of Warren street, and west of Wallace place and Hudson street; and that portion of the Seventh Ward east of Morris avenue, north of Bank street and south of the Morris canal.

X.—MISCELLANEOUS.

I. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to Principals, Vice-Principals, Head Assistants and Assistants.

2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all other orders or directions of a uniform and general character for the guidance of employees or agents of the Board, shall be prescribed, adopted and tabulated by the

Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

512

NORTH GALLERY

